

SEND Policy

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Approved by:	Head of Centre
Frequency of review:	Biennially
Last review:	N/A
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AIMS

Our SEND policy and information report aims to:

- Set out how Impact North West Ltd (Impact) will support and make provision for learners with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND.

LEGISLATION AND GUIDANCE

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out our responsibility for learners with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#).

DEFINITIONS

A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream setting.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young people of the same age by mainstream settings.

ROLES AND RESPONSIBILITIES

The SENDCO

The SENDCO is Holly Cottrell. Holly works with the Impact Lead and Business Manager to determine the strategic development of the SEND policy and provision in the centres. The SENDCO will:-

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHCP's.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the centre's resources to meet learner's needs effectively.
- Be the point of contact for external agencies.
- Support tutors to liaise with potential next providers of education to ensure learners and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Impact Lead and Business Manager to ensure that the centres meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the centre keeps the records of all pupils with SEND up to date on the Gateway.
- Monitor the quality and effectiveness of SEND and disability provision within the centres.
- Continuously examine the strategic development of the SEND policy and provision in the centres.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Tutors

Each class tutor is responsible for:

- The progress and development of every learner in their class.
- Working closely with any support staff to plan and assess the impact of support and how they can be linked to classroom teaching.

- Working with the SENDCO, Maths, English and Learning Leads to review each learner's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEND INFORMATION REPORT

The kinds of SEND that are provided for

Our centre's currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties.

Identifying learners with SEND and assessing their needs

We will assess each learner's current skills and levels of attainment on entry (BKSB), which will build on their school settings and Key Stages, where appropriate. Class tutors will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
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This will include progress in areas other than attainment, particularly in social, emotional and mental health needs.

When deciding whether special educational provision or further assessment is required, we will start with the desired outcomes, including the expected progress and attainment, and the views

and the wishes of the learner and their parents/carers and their mainstream school. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving learners, parents/carers and mainstream schools

We will have an early discussion with the learner, parents/carers and mainstream school (where applicable) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty.
- We take into account parent/carer concerns.
- Everyone understands the agreed outcomes sought for the learner.
- Everyone is clear on what the next steps are.

We, or where applicable the mainstream school, will formally notify parents when it is decided that a learner will require further assessment.

Assessing and reviewing learner's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The tutor will work with the SENDCO, Maths, English and Learning Leads to carry out a clear analysis of the learner's needs. This will draw on:

- The tutor's assessment and experience of the learner.
- Their previous progress and attainment and behaviour.
- Information from mainstream school SENDCO and other staff.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The learner's own views.
- Advice from external support services, if relevant.

All tutors and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

Supporting learners moving between phases and preparing for adulthood

Learners attending Alternative Provision often make more frequent transitions between settings than the general school population. On entry to the centre, the learner will follow an induction procedure aimed at making transition as effective as possible. Staff will share information with any school, or other setting the learner is moving to. We will agree with parents/carers and learners which information will be shared as part of this and strive to involve all relevant professionals and carers in meetings to support transition.

Our approach to teaching learners with SEND

All learners attending Impact will be assessed on their level of need and any interventions required will be implemented in a timely manner.

Tutors are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEND. This will be adapted for individual learners and recommended interventions shared with all appropriate staff to support learning.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learner's needs are met:

- Adapting schemes of work to ensure that all learners can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as coloured overlays, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a number of support staff who are able to deliver phase-appropriate, quality 1:1 support and who can provide additional support for learning in class. We work with a number of Local Authority partners to provide support for pupils with SEND, including Educational Psychology, Speech and Language and health professionals as well as providing on site counselling.

Expertise and training of staff

The SENDCO holds the National SENDCO Award as well as working in a previous role as a fully qualified teacher, Assistant Headteacher and Head of Behaviour.

All our staff participate in regular internal and external training to deliver SEND provision. Training is under constant review and adapted to meet the needs of learners accessing the provision.

Securing equipment and facilities

Any additional equipment or facilities required to support learners can be accessed/purchased as necessary.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing learner's individual progress towards their goals on an ongoing basis.
- Reviewing the impact of adaptations.
- Regular discussion with tutors.

Enabling pupils with SEN and disabilities to engage in activities

All of our regular enrichment activities and trips are available to all our learners who are also encouraged to take part in our sporting activities. No learner is ever excluded from taking part on the grounds of SEN or disability.

Support for improving emotional and social development

Providing support for learners to improve their emotional and social development is something we take very seriously. This support is delivered by very experienced staff throughout learner/staff contact time and by outside agencies including on site counsellor. We have a zero-tolerance approach to bullying.

Working with other agencies

We work with mainstream schools and specialist provisions, including the ADHD foundation, to provide the best available support to meet learner's SEND and to support their families.

Complaints about SEND provision

Complaints about SEND provision in our centre should be made to the Head of Centre (SENDCO). They will then be referred to the referring school's complaints policy.

The parents/carers of learners with disabilities have the right to make disability discrimination claims if they believe that our centre has discriminated against their children.

SUPPORT SERVICES FOR PARENTS/CARERS OF PUPILS WITH SEND

Up to date contact details of services available to support parents can be provided. The Head of Centre (SENDCO) is also happy to discuss any support parents/carers may need and facilitate contact with any other services. Learners will also have the support of mainstream school staff.

The local authority local offer

Our contribution to the local offer is published on our website.

MONITORING ARRANGEMENTS

This policy and will be reviewed biennially. It will also be updated if any changes to the information are made during the year.