



Special Educational Needs and Disabilities Policy (SEND)

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Author	SENCO
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Version Control

Version	Author	Date	Changes
V 1.0	Executive Headteacher	April 2024	Reviewed
V 1.1	HR Director	13/08/2024	Updated to reformat and include version control and reference number.
V 1.2	SENCO	October 2024	Updated to reflect current practice and change of personnel.

1. Aims

Our SEND policy and information report aims to:

- Set out how our provision will support and make provision for learners with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

2. 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 provisions' responsibilities for learners with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out provisions' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

3. Definitions

A learner has SEND if they have a learning difficulty or disability that 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 the 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 mainstream provisions

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

4. Roles and responsibilities

SENCO

Our SENCO is Imogen Hopkins and can be contacted at imogenhopkins@tbap.co.uk

Our SENCO will

- Work with the Executive Headteacher and Head of Education to determine the strategic development of the SEND policy and provision in the setting.

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the provision's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the provision keeps the records of all learners with SEND up to date

Head of Education

The Head of Education will:

- Help to raise awareness of SEND issues at termly review meetings
- Monitor the quality and effectiveness of SEN and disability provision within the provision and update the LA on this
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the provision

Executive Headteacher

The Executive Headteacher will:

- Work with the SENCO and Head of Education to determine the strategic development of the SEND policy and provision within the setting
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

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

- Working with the SENCO to review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

The kinds of SEND that are provided for

Our setting currently provides 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, anxiety, trauma)
- 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, which will build on previous settings and Key Stages, where appropriate. Class teachers 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND.

When deciding whether additional intervention 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. We will use this to determine the support that is needed and whether we can provide it by making amendments to the individual

timetable, introducing targeted short-term interventions. These interventions are reviewed on a termly basis with the SENCO, Curriculum Lead and Head of Centre.

Consulting and involving learners and parents

We will have an early discussion with the learner and their parents when identifying whether they could benefit from more targeted intervention. These conversations will make sure that:

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

We will work with parents when it is decided that a learner will have amendments made to their timetable to introduce specific interventions.

Assessing and reviewing learners' progress towards outcomes

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers 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

We will share information with the provision, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

Our approach to teaching learners with SEND

Teachers 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 for individual learners.

We will also provide the following interventions:

- Movement break
- Now and next
- Chunking sheets
- Fidget toys
- Overlays
- Reset time
- Comfort blanket/toys

Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all learners are able to 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 laptops, coloured overlays, visual timetables, larger fonts, etc.
- Adaptive our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We provide a high ratio of staff to learners in order to ensure all learners' needs are met. All our class sizes are significantly smaller than that of their mainstream equivalent, with a maximum of 8 learners per group.

Teaching assistants will support learners on a 1:1 basis when required, staff are confident about who needs the help more frequently.

Expertise and training of staff

Our SENCO has been working within Alternative Provision for over 10 years.

Working over 4 days, our SENCO covers all sites and allocates their time according to need.

The SENCO meets with Heads of Centres on a weekly basis, attends termly teacher meetings and is a member of the Senior Leadership team.

Teaching Assistants are specifically trained on certain social skills interventions, ensuring all learners are given this additional support if appropriate to their needs.

We have a designated member of staff delivering focussed SEMH interventions, informed by Boxall Profile assessment tool.

We also have designated trained members of staff delivering targeted literacy interventions.

Securing equipment and facilities

If our learners need specialist equipment then we will seek to secure this immediately because this is a priority for us as our learners have previously not had positive experiences of education.

Evaluating the effectiveness of SEND provision

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

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using learner questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for learners with EHC plans
- Promoting inclusion for all learners

All of our visits are available to all our learners.

All learners are encouraged to take part in sports day/provision plays/special workshops.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

Our cohort of learners all experience difficulties with their Social, Emotional and Mental Health (SEMH). Our whole provision approach is child-centred and is responsive to the changing needs of the learners.

We provide timetabled social skills interventions, running at the learners pace to promote maximum impact.

We have designated SEMH groups, informed by the Boxall profile, focused on strengthening the core developmental skills.

We have a zero tolerance approach to bullying.

Working with other agencies

We work collaboratively with all outside agencies to ensure our SEND learners are supported.

Complaints about SEND provision

Complaints about SEND provision in our provision should be made to the SENCO in the first instance. They will then be referred to the provision's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our provision has discriminated against their children. They can make a claim about alleged discrimination regarding:

- End of placements or sessions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of learners with SEND

Parents/carers are able to get in contact with SLT who will be able to signpost them to specific agencies.

Contact details for raising concerns

Nikita Boydell nikitaboydell@tbap.co.uk or Imogen Hopkins imogenhopkins@tbap.co.uk

The local authority local offer

Our local authority's local offer is published here: <https://localoffer.wiltshire.gov.uk/>

6. Monitoring arrangements

At each review, the policy will be approved by the executive leadership team. It will also be updated if any changes to the information are made during the year.

7. Links with other policies

Policies dealing with other forms of complaints include:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Learners with Medical Conditions Policy