

SEND Policy

SEPT 2021

Version 4

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. Aim

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2015. It has also been written with reference to sections 29, 35 and 63-65 of the Children and Families Act 2015. This school believes that high quality teaching that is differentiated for all, underpins progress for all students, including those with SEN. It will be updated as appropriate in the light of new legislation.

It is our aim to:

- provide a safe and happy environment in which all students have the opportunity to develop personally, physically, socially, academically and spiritually
- provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual students whilst offering equality of opportunity and high standards of teaching

3. Identifying Special Educational Needs

As an independent specialist setting, it may be assumed that all of the students have a degree of additional need and most are supported via an Education, Health and Social Care Plan.

Students are identified as having Special Needs initially through liaison with feeder schools, Local Authority and through the identification of underlying and emerging need. Continuity of provision is maintained through transfer of LA recording and transition documentation.

4. The SEND Code of Practice 2015:

Children have a learning difficulty if they:

'have a significantly greater difficulty in learning than the majority of children of the same age'
'have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority'

The broad areas of Special Educational Needs and Disability provision should be matched to the student's identified needs. The four broad areas of need and support are:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Physical and/or Sensory needs

5. Communication and interaction

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. (See Autism Policy for further information)

6. Cognition and learning

Support for learning difficulties may be required when a student learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

7. Social, emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

8. Sensory and/or physical needs

Students who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (See Accessibility and Equality Policies)

Students who arrive at our School are identified as having Special Educational Needs through the use of the criteria set out below. Although testing can provide an indication of performance level, it is necessary to bear in mind they are a reflection of the student's engagement on the day and it is necessary to consider them against other available evidence over time.

9. Literacy:

- At secondary level, reading age below a Standard Age Score of 85 using an age appropriate standardised test.
- Comprehension age below a Standard Age Score of 85 using an age appropriate standardised test
- Spelling age below a Standard Age Score of 85 using an age appropriate standardised test.

10. Numeracy:

- Identified as having difficulties in this area through a standardised assessment such as Key Maths or through a Maths Recovery Assessment which indicates the student is below SEAL Level 5.

11. General Learning:

- Cognitive Assessment Test (CAT) mean score below 85 or a score of below 85 in any of the 4 batteries of Verbal, Quantitative, Non-verbal and Spatial.
- All students with a diagnosed, recognised condition that has an impact on learning e.g. dyslexia, dyspraxia, dyscalculia, ADHD, OCD, Anxiety (under CAMHS). Medical evidence will be passed to the school and recorded on the student's permanent record.
- A physical, sensory or medical condition which impacts upon learning.

NB – These criteria are not exhaustive and will be updated. Different organisations may use different assessment tests. Other criteria may be applied where school staff, parents/carers and external support agencies believe there is an underlying or undiagnosed condition that impacts on learning.

12. Response to Additional Needs

Most students at our School will experience some additional education needs. Most will have their needs met within the small nurturing groups with additional staffing. Some students will require a higher level of support and these will be addressed through personalised timetables and provision maps. School will deliver a range of enrichment activities to support the development of personal and social skills together whilst being mindful of the need to encourage independence.

13. Assess, Plan, Do, Review Cycle

School is committed to Quality First Teaching and the creation of individual pathways to support learning. Staff routinely follow the APDR cycle and set challenging and aspirational targets for all students, both academic and personal.

14. Managing Additional Needs.

As provision for students with SEN is a whole school issue, reviews and evaluation of that provision must involve all who are involved in the students' academic and social education. This is achieved through:

- Regular standardised testing and analysis of progress in internal and external examinations.
- Student progress into further education or work as monitored through liaison with students, parents, further education colleges and the careers service.
- Individual Pupil Passports and progress towards achieving stated targets.
- Reviews for students occur at least 3 times per year, in line with requirements of the SEND Code of Practice. One of these will be the formal annual review. The others will vary according to the needs of the student. Views of parents, students, subject and pastoral staff, support assistants and other support agencies are recorded, and review outcomes will support target setting.
- Students are fully involved in the setting of targets. Likewise, they will evaluate their own progress through comment at the review meeting and through written comment produced before and discussed at the meeting.
- Regular meetings between the SENCO and Head Teacher.
- SEN update to Governing Body on a termly basis.
- Examination of students' work and progress sheets.
- Reports and evaluations from specialist teachers and outside support agencies.
- Progress made towards achieving EHCP objectives.

15. Education Health and Care Plans

An Education Health and Care Plan will include details of learning objectives for the student. These are used to develop targets that are:

- matched to the longer-term objectives set in the statement or EHCP.
- established through parental/student consultation.
- implemented in the classroom.
- delivered by the class teacher with appropriate additional support where specified.

16. Reviews of Statements and/or Education Health and Care Plans

Statements/ Education Health and Care Plans must be reviewed annually with progress checked termly. The aim of the annual review will be to:

- assess progress towards achieving set targets in relation to the statement/Education Health and Care Plan.
- review the provision made for the student.
- consider the appropriateness of the existing Statement/Education Health and Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it.
- set new targets for the coming year.

From year 9, annual reviews must include a focus on the preparation for adulthood, reflecting a student's ambitions, routes to further and higher education, employment and independent living. The SENCO, Senior Leaders and Pastoral Staff will ensure that parents and students are actively supported in contributing to assessments, planning and reviewing Statements or Education Health and Care Plans.

17. Criteria for the reduction of SEND Provision

Students who make significant progress may require support at increasingly lower levels of intensity. Where a student exceeds the criteria for entry to the school, or if their progress is in line with their peers, then discussion will be held within school, and in consultation with parents, the student and the relevant Local Authority, around reintegration (either partially or fully) into a mainstream setting.

18. Provision available for SEN students

More detailed provision for SEND students is set out in the School Report which should be read in conjunction with this policy.

19. Supporting Students and Families

Parents/Carers

The School has an informal 'open door' policy towards parents. Informally, parents are encouraged to contact whenever they wish.

Formally:

- The SENCO and/or appropriate staff are available at all annual parents' evenings or open events.
- All students with an EHC Plan have a formal review every year to discuss targets.
- Parents are invited to all reviews and are also invited to make written comment before reviews.

Students

Students are encouraged to take ownership of their own learning in a variety of ways including:

- Student Passports
- Learning Conversations
- Regular meetings with Pastoral Staff
- Contribution to review process.

20. Training and Resources

“Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants.” Special Educational Needs and Disability Code of Practice: (0 to 25 years).

If SEN provision is to be implemented effectively as a whole, all staff need to differentiate appropriately to accommodate individual differences. It is vital that all are appropriately trained to fulfil this aim. All members of staff are required to attend INSET training and encouraged to attend courses provided by external agencies. Staff are encouraged to share their learning with other provisions across the Expanse Group.

The SENCO ensures that subject and pastoral staff are well informed of national SEN issues; issues relating to Expanse Learning SEN; and individual students through:

- SENCO contributions to CPD Sessions and training days.
- SENCO update during operations meetings.
- Meetings with individual staff.

21. Training

The Governors will ensure that they are kept fully abreast of their responsibilities by attending training and receiving regular updates from the SENCO. The SENCO will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO and learning mentors will develop their skills through attendance at specialist training, discussions with outside specialists, and reading through subscriptions to professional bodies.

Teaching Assistants who support individual students and groups of students need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending training courses identified through their personal development interviews with agreement and support from SLT.

22. Roles and Responsibilities

It is the responsibility of the SENCO to assess the provision made by the school in relation to students who have a Special Educational Need or Disability, this information will then be used to keep the Governing Body informed. The SENCO will work closely with the governors and staff to monitor the effective day-to-day operation of the School’s Special Educational Needs Policy and will identify areas for development in Special Educational Needs and contribute to the School’s Development Plan.

Subject teachers are responsible for:

- Being aware of the School’s procedures for the identification and assessment of, and subsequent provision for, students with SEN.
- Differentiating the curriculum and monitoring the progress of students with special educational needs.
- Monitoring, and contributing to, targets set for students with SEND to ensure they are given an opportunity to develop their skills.
- Liaising with teaching assistants at all levels so that lesson plans and target setting is effective in ensuring that students make adequate progress.

Deployment of TAs

Teaching Assistants are deployed by the Head Teacher and offer a range of support from one to one mentoring, small group work, enrichment activities and classroom support.

Role of the SENCO

The SENCOs will support subject teachers, pastoral colleagues and TAs in meeting the needs of students with special

educational needs by:

- Providing detailed information and advice relating to students’ abilities based on previous school data and current data from assessments and observations.
- Providing advice and support to departments on a range of curricular issues including the selection of resources and teaching strategies.
- Regularly monitoring the progress of students for whom provision is made through work scrutiny and lesson observations.
- Regularly monitor the impact of specialist programmes of support Storing and Managing Information

The school manage student information and data in accordance with their usual procedures. Student information may be shared with external agencies following consultation with parents/carers.

23. Complaint’s procedure

- Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff and records of these concerns or complaints are kept. Alternatively, complaints can be forwarded to feedback@expansigroup.co.uk.
- Concerns that cannot be resolved in this way will follow a line of referral, involving the Board of Directors, Governing Body or the Local Authority.
- When necessary, parents will be supported in taking concerns to the Local Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as Parent Partnership, will also be made available.

24. Monitoring arrangements

- The Head Teacher / SENCO is responsible for monitoring and reviewing this policy.
- The Board of Directors will check that the school complies with this policy.
- This document will be reviewed **every 12 months thereafter**.
- At every review, the policy will be shared with the governing board for review and challenge purposes.

Impact of non-compliance

Staff:	Disciplinary action
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Headteacher/Director of Schools
Policy Reference:	ELWS-OPR-015
Version:	3
Agreed policy location:	DatabridgeMIS and Company Webpage
Does the policy require Governor approval?	No

Approval

Prepared by Ed Hanley 01/09/2020  Assistant Headteacher	Approved by Tony Brown 01/09/2020  CEO	Counter Signatory Richard King 01/09/2020  Director of Schools, Pre 16 Education
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Version Control

Version	Date	Revision	Review Date
1	04/01/2019	First Issue	03/01/2020
2	01/09/2019	Policy review and transfer to new policy template	31/08/2020
3	01/09/2020	Policy Review	31/08/2021
4	01/09/2021	Reviewed	31/08/2022
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