

# SEND Policy

Expansive Learning College

November 2022

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## 1. Scope

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

## 2. Aim

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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 college 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 could 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

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As an independent specialist setting, it may be assumed that all the students have a degree of additional need and 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:

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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 colleges within the area of the local education authority'.*

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

- Autism
- Cognition and Learning
- Coordination
- Hearing Impairment
- Physical
- Social Emotional Mental Health
- Speech Language and Communication

The four broad areas reflected in the Education Health Care Plan are:

## 5. Communication and interaction

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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 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 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

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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**

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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**

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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 college are identified as having Special Educational Needs using the criteria set out below. Although testing can provide an indication of performance level, it is necessary to bear in mind they reflect the student's engagement on the day, and it is necessary to consider them against other available evidence over time.

### **9. English and Maths:**

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- Establish reading ability using an age-appropriate standardised assessment.
- Establish writing ability using an age-appropriate standardised assessment.
- Establish speaking, listening and communication ability using an age-appropriate standardised assessment.
- Establish maths ability using an age-appropriate standardised assessment.

### **10. General Learning:**

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- Cognitive Assessment - 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; Medical evidence will be passed to the college 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 college staff, parents/carers and external support agencies believe there is an underlying or undiagnosed condition that impacts on learning.*

### **11. Response to Additional Needs**

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Most students at our college 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. College will deliver a wide range of activities to support the development of personal and social skills together whilst being mindful of the need to encourage independence.

### **12. Assess, Plan, Do, Review Cycle**

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

### **13. Managing Additional Needs.**

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

- Regular opportunities for academic testing and analysis of progress in internal and external examinations.

- Student transition monitored through liaison with students, parents, staff.
- Reviews for students occur at least 3 times per year. 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 college teams.
- SEN update to Governing Body on a termly basis.
- Scrutiny of students' work and progress records.
- Reports and evaluations from specialist teachers and outside support agencies.
- Progress made towards achieving EHCP objectives.

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#### **14. 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 within the college.
- delivered by the class teacher with appropriate additional support where specified.

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#### **15. 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.

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#### **16. 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 college, or if their progress is in line with their peers, then discussion will be held within college, and in consultation with parents, the student, and the relevant Local Authority, around reintegration (either partially or fully) into a mainstream setting.

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#### **17. Provision available for SEN students**

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

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#### **18. Supporting Students and Families**

##### ***Parents/Carers***

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

Formally:

- The Heads and 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.
- Statutory partners are invited to all reviews and are also invited to make written comments.

##### ***Students***

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

- Learning conversations
- Regular meetings with teaching staff
- Contribution to review process.

## 19. Training and Resources

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

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

## 20. Training

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The Governors will ensure that they are kept fully abreast of their responsibilities by attending training and receiving regular updates from the Heads. The Heads will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the Heads 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.

## 21. Roles and Responsibilities

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It is the responsibility of the Heads to assess the provision made by the college 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 HSL will work closely with the governors and staff to monitor the effective day-to-day operation of the College’s Special Educational Needs Policy and will identify areas for development in Special Educational Needs and contribute to the College’s Development Plan.

### Cohort teachers are responsible for:

- Being aware of the College’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 Heads and offer a range of support from one-to-one mentoring, small group work, enrichment activities and classroom support.

### Role of the SENCO

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

## 22. Complaint's procedure

- Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the Heads or other involved staff and records of these concerns or complaints are kept. Alternatively, complaints can be forwarded to [feedback@expansegroup.co.uk](mailto:feedback@expansegroup.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.

## 23. Monitoring arrangements

- The Head / HSL is responsible for monitoring and reviewing this policy.
- The Board of Directors will check that the college 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

<b>Staff:</b>	Disciplinary action
<b>Student:</b>	Not applicable
<b>Legislation/organisational:</b>	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
<b>Compliance lead:</b>	Head /Director of College
<b>Policy Reference:</b>	ELCO-POL-OPER-0012
<b>Version:</b>	5
<b>Agreed policy location:</b>	Intranet and Company Webpage
<b>Review Schedule:</b>	12 Months
<b>Does the policy require Governor approval?</b>	No

### Approval

<b>Prepared by</b> Karl Wane 17/11/2022    Director of College Post 16 Education	<b>Approved by</b> Tony Brown 17/11/2022    CEO	<b>Counter Signatory</b> Scott Roberts (Assoc. CIPD) 17/11/2022    Head of Shared Services
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### Version Control

Version	Date	Revision	Review Date
1	21/06/2018	First Issue	20/06/2018
2	01/09/2019	Policy reviewed and transferred to new template	31/08/2020
3	01/09/2020	Policy Review	31/08/2021
4	01/09/2021	Policy reviewed, Flow charts added as appendices and changes made to late recording	31/08/2022
5	17/11/2022	Policy Reviewed	16/11/2023