

TBAC

SEND Policy

Last Review Date January 2021
Next Review Date January 2022

The Aims of the Policy

The aims of our Special Educational Needs and Disability policy and practice in this centre are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the centre alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all centre activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

How does our centre know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carer/carers, teachers/tutors, or the pupil’s previous centre
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help

What should I do if I think my child may have special educational needs?

If you are a parent/carer and have concerns then please firstly discuss these with your child’s tutor. This may then result in a referral to the centre SENCo. The SENCo can be contacted by phone, by email or by calling in at the centre office and booking a time to meet in person.

- All parents/carer will be listened to and their concerns taken seriously. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the centre.

How will I know how the centre supports my child?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCo and external verifiers
 2. ongoing assessment of progress made by pupil in specific intervention groups
 3. Work sampling on a termly basis.
 4. Scrutiny of planning.
 5. Teachers/tutors meetings with the SENCo
 6. Pupil and parent feedback when reviewing target attainment
 7. Whole centre pupil progress tracking
 8. Attendance and behaviour records
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the tutor and members of the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow and assess, plan, do and review model.
- A child will then be placed on a ‘monitored’ list and their progress will be carefully tracked.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.
- Parents/carer are invited to early discussions about their child to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teachers/tutors of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents/carer and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teachers/tutors with advice from the SENCo
- Parents/carer will be informed that the centre considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets). Progress towards these outcomes will be tracked and reviewed termly with the parents/carer and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team

5. Hearing Impairment team
6. Visual Impairment team
7. Educational Psychologist Service
8. Educational Welfare Officers
9. Physical and disability support service
10. Social Services
11. Centre Nurse
12. CAMHS (Child & Adolescent Mental Health Service)
13. Occupational Therapy

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the centre's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the centre or parents/carer may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

Teachers and tutors plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the tutor to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents/carer termly through the centre reporting system and Parent's Evenings. Some pupils may be provided with a home-centre diary as a useful tool to use to communicate with centre staff.
- Parents/carers are encouraged to attend a termly meeting to discuss their child's progress with the tutor. For some pupils this will involve meeting with the SENCo to further support the child's needs.

How will you help me to support my child's learning?

- Please look at the centre website. It can be found at <http://www.t-bac.co.uk> and includes links to websites and resources that we have found useful in supporting parents/carers to help their child learn at home.
- The tutor or SENCo may also suggest additional ways of supporting your child's learning.
- Homework will be provided and you will be issued with an SSP

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the admin department in partnership with parents/carer and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the centre nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at centre with medical conditions (DfE) 2014**

What training does the staff supporting children and young people with SEND undertake?

The centre staff will receive a range of training at three levels; awareness, enhanced and specialist.

Awareness training will be provided to all staff on:

- How to support pupils with dyslexic traits and/or a diagnosis of dyslexia using IDP materials
- Speech and language 3 hour course on understanding the communication chain, supporting listening and auditory memory skills and supporting children with vocabulary and word finding difficulties
- Autism Education Trust Tier 1 for all staff
- How to support pupils with learning behaviours in the classroom
- How to support children with a hearing impairment in the classroom

Enhanced training will be provided to Teaching Assistants (TA) and the SENCo on:

- Precision Teaching
- Delivering speech and language programmes for targeted pupils
- Attendance at the termly SENCo Update

Specialist training will be provided to the SENCo on:

- The SEN Coordination award
- The centre has regular visits from SENSS specialist teachers/tutors and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. This is then delivered by a trained TAs
- The Governor with specific responsibility for SEN has completed the SEN Governor training

How will my child be included in activities outside the classroom including centre trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all centre activities.

How accessible is the centre environment?

Within the centre environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- One toilet will be adapted to ensure accessibility for visitors with a disability

Our Accessibility Plan that describes the actions the centre has taken to increase access to the environment, the curriculum and to printed information is available via the centre website.

How will the centre prepare and support my child when joining or transferring to a new centre?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits are provided in the summer term for pupils starting in September
- Parent/carers are invited to a meeting at the centre and are provided with a range of information to support them in enabling their child to settle into the centre routine.
- The SENCo meets with new parents/carer of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another centre, the previous centre records will be requested immediately and a meeting will be set up with parents/carer to identify and reduce any concerns.

Transition to the next centre

- Parents/carers will be encouraged to consider options for the next phase of education and the centre will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents/carers will be enabled to consider options for the next phase of education and may like to take advantage of the support offered
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local centres, the SENCOs of both centres will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the centre mid phase will be transferred within five working days of the parents/carers notifying their child has been enrolled at another centre.

How are the centre's resources allocated and matched to children's special educational needs?

The centre receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the centre to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the centre may be allocated Additional Educational Needs funding. This funding is then used to provide the appropriate

1:1 support for pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, tutor and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review. These hours are designated within the document and are subject to change at annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the tutor or SENCO
- during parents/carers evenings
- Attendance at termly SSP meetings

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's centre placement please contact the following:

- Your child's teacher/tutor
- The SENCO
- The Centre Manager
- For complaints please contact the Manager with responsibility for SEN