



KEY SKILLS TRAINING

SEND Policy

Management Team

Updated: December 2018

Ratified by Management Team: December 2018

Special Educational Needs Policy

This policy statement has been written with regard to:

- Statutory requirements and the SEND Code of Practice 2015
- Early Years Guide 0-25 SEND Code of Practice 2015
- Students and Families Act 2014
- Keeping Students Safe in Education 2018
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- LA's SEND policy and Guidelines for the Identification of SEND
- LA's strategies for Inclusion
- The aims of Key Skills Training
- Key Skills Training 's Equal Opportunities Policy

Principles and Objectives

As a Centre of Excellence for Inclusion, Key Skills Training is committed to ensuring that the necessary provision is made for every learner in our community. Key Skills Training is passionate about inclusive education and, with a strong focus on partnership working, strives to meet the needs of learners who have a special educational need, disability, learning difficulty or are vulnerable and disadvantaged.

A student is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to learners of the same age or, that the student has a disability, which hinders them from making use of educational facilities from those generally provided by schools for students of the same age, within the same area.

The Code of Practice (2015) states that all students and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals, living fulfilling lives, and
- Make a successful transition into adulthood whether into employment, further or higher education or training

The Code of Practice also provides an overview of the range of needs which is divided into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and, or Physical Needs

The organisation believes that all students with a Special Education Need or disability (SEND) must have their needs recognised, assessed and appropriate and effective intervention put in place. All staff have due regard, as part of their professional standards and duties, to promote equality.

The school ensures that learners are:

- Provided with an appropriate curriculum and support which removes the barriers to learning and progress.
- Working with staff who understand the diverse needs of a SEN cohort, who are particularly vulnerable and disadvantaged.
- Experiencing challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning through playing and exploring, active learning, creating and thinking critically.

The Management Committee are committed to the following aims:

- Identifying and addressing the SEND of the learners we support.
- Working in partnership with the home school or academy and other stakeholders to ensure that a student with SEND gets the support they need. We will do this through regular assessment and review.
- Ensure that all learners with SEND are offered full access to a broad, balanced and appropriate curriculum.
- Take the views, wishes and feelings of the young person into account, and involve them as much as possible when making decisions about their own education and future.
- Work in partnership with parents/carers to enable them to make informed and active contributions to their child's education.
- SENCO responsible for the coordinating of SEND provision.

The overall aim of this policy is to improve the outcomes for every student with SEND in all areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Enabling identified learners with SEND to reach their full potential by working in effective partnerships with the home school or academy and other stakeholders.
- Enabling successful transition of SEND learners from their previous educational establishment into Key Skills Training and beyond onto their next destination.
- Enabling successful transition to post – 16 education and prepare SEND learners for adult life.
- Removing barriers to learning and offering an alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Developing an outstanding specialised provision to meet the needs of groups with low-level achievement.
- The quality of teaching learners with SEND and progress made by these learners is a core part of the organisation's performance management process.
- Professional development of teaching and support staff in the area of SEND is key to the quality of teaching and learning of learners with SEND.
- Regular monitoring of the progress and development of all learners throughout each school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured, graduated approach to identifying, assessing, planning, providing, and reviewing individual needs with the learners and their parents / carers at the centre.

- Ensuring that appropriate staffing and funding is in place for learners with SEND.
- Ensuring that the Management Committee, are up-to-date and knowledgeable about the schools' SEND provision and inclusion overall.
- Involving the full Management Committee in the future development and monitoring of this policy.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all students have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for students who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping students to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Staffing and Professional Development

The Leadership Team will take active steps to ensure that the workforce is both aware of and adheres to the aims and outcomes stated in this policy. In order to achieve this, appropriate CPD will be provided to staff to meet the needs of learners attending Key Skills Training.

APPENDICES

Assessment, Identification, Provision and Review.

A graduated approach to SEN support:

It is expected that prior to students attending Key Skills Training that they would have accessed high quality teaching, differentiated to their individual need within their mainstream setting. This is the first step in responding to pupils who have or may have SEN. If pupils fail to make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. Only then can a student be identified as SEN as laid out in the New Code of Practice (2014 p88 section 6.37m onwards). Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers are responsible for the day to day interventions, assessments, progress and tracking of pupils in their class. Staff will identify barriers to learning so work can be differentiated, and specialist support can be planned into the review cycle. This may include additional referrals to outside agencies with the consent of parent/carer. Partnership with parents/carers plays a key role in enabling students and young people with SEN to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers will be treated as partners given support to play an active and valued role in their child's education. Students and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents to make an active contribution to their child's education.

Parents always have access to Teaching Staff and the SENCO for any specific query regarding their child's Special Educational Needs and/or Difficulty. Any queries regarding specific SEND questions you may have such as EHCP can be discussed with the SENCO.

The awarding body, Head of Education, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of students with special educational needs.

The organisation will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's previous mainstream experience. If the student already has an identified special educational need, this information may be transferred from other partners in their Mainstream Educational setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the student within the class.

- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Within 12-week placements the home school or academy retain overall responsibility for the SEND support plan and any relevant documentation that would enhance Key Skills Training staff's ability to create the most appropriate environment for the child.

For example, this may include:

- Educational Psychology
- Autism Outreach Team
- CYPs
- CAMHs
- SALT
- Paediatrics
- OT
- MIND
- Language and Learning

It remains the responsibility of the child's mainstream setting to provide Key Skills Training with all relevant reports pertaining to the student.

Supported by Key Skills Training. This should be reviewed regularly during the placement. For the learners who are permanently excluded Key Skills Training is fully responsible for co-ordinating the graduated approach where appropriate.

Provision for students with special educational needs is a matter for the whole school.

SEND Ranges

SEND range descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2014/15) and on the 'golden thread' of the graduated approach – of assess, plan, do and review that pervades best practice.

The following will be the focus of this new pupil need led approach: -

- Greater emphasis on accountability and targeting of notional – SEND budgets and high needs funding to meet each pupil's needs
- An evidence base of the assessment of need, the range of interventions in place and the impact and outcome
- Schools/settings to provide evidence of interventions through a provision map for the pupil/class/group/school
- Schools/settings to demonstrate that they are following the SEND Code of Practice: interventions should be based on the graduated approach of assess, plan, do and review and should be identified as effective.

- Interventions should be clearly defined, and have specific timescales and outcomes that can be measured
- Schools/settings to take account of environmental factors – routines, structure, noise levels and rooming, as well as the impact of mental health, sensory needs and emotional resilience
- An emphasis on ‘Quality First Teaching’ and what that looks like in practice

SEND Support ranges 1-3

It is envisaged that most pupils’ needs will be met at ranges 1-3 through the notional budget in the school, and for the higher ranges this will be funded through top up funding from the LA high needs budget.

When a pupil has been identified as having an additional need, they should be placed on their schools SEN register under one of the four categories as stated within the Code of Practice (2014). SMART learning targets will be identified for the pupil and a support or learning target plan will be created to meet the specific needs of the pupil.

SEND Support ranges 4a+

Where a pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term, and which necessitate a continued multi-agency response where:

- A pupil is at increased risk of permanent exclusion
- A pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day
- There are significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance
- A pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers
- Careful social and emotional differentiation of the curriculum essential to ensure progress with learning
- A pupil is reliant on adult support to remain on task
- Is engaging in high risk activities both at school and within the community
- A pupil has difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals
- A pupil has difficulties sustaining relationships
- A pupil is slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties
- Complex Needs identified *

At this stage it may be necessary to look at securing an Education and Health Care Plan to allow the pupil to access appropriate specialist provision.

Appendix 2

Admission Arrangements

Learners with SEN are admitted within the normal admissions procedure of the school (please see the admissions policy). Generally, there are two ways in which learners are admitted to the school either through an application from the home school or academy via the Vulnerable Pupil Panel, which meets fortnightly, or by being permanently excluded from the home school or academy.

The Equality Act 2010 prohibits schools from discriminating against disabled students and young people in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEND be treated fairly.

Appendix 3

Access Arrangements at Key Skills Training

Access arrangements are agreed for individuals before official assessments take place. They allow learners with special educational needs, disabilities and temporary injuries to:

- Access assessments
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments. The Equality Act 2010 requires an awarding body to make reasonable adjustments where a learner who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

Key Skills Training uses key diagnostic testing and history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow the JCQ regulations.

The SENCO with responsibility for Outcomes for Children, with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at Key Skills Training .

Appendix 4

Education, Care and Health Plans (EHCP):

If a student has demonstrated significant and prolonged cause for concern after a carefully planned programme of intervention; a request will be made by your child's mainstream setting to the LA to undertake an EHC assessment. If your student has been subject to a permanent exclusion from their mainstream setting and has been placed within Key Skills Training then it is the SENCO that will request an EHCP assessment from the Local Authority.

The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

Parent and student views; 'Preparing for the assessment process' booklet.

Previous and current support and individual target plans

Evidence of quality first teaching and child's academic progress during the last 12 months. Evidence relating to any interventions currently in place or previously accessed Records of regular reviews and their outcomes.

Records of the child's health and medical history where appropriate.

Assessments undertaken by other professionals such as, Educational Psychologist, Speech and Language or The Autism Outreach Team.

Appendix 5

Independent Support for Parents / Carers

SEND Information, Advice and Support Service (SENDIASS)

Provides parents and carers, as well as professionals with impartial and up to date advice, information and support to help with this process. The aim of SENDIASS is to support parents so that they can play an active role in their child's education and feel that they are working in partnership with the school and other professionals.

They can also provide information, support and advice to students and young people up to the age of 25 so that they can make informed choices about their education.

Please contact us for further details.

Independent Provider for Special Educational Advice (IPSEA) offers independent legally based advice, support and training to help get the right education for students and young people with special educational needs and disabilities