

SEND

Policy



Reviewed: November 2021

To be reviewed: November 2022

SECTION 1

AIMS

- At Employability Solutions our school motto is 'it's your time' and our education provision is designed to provide a wealth of opportunities for our students to find their moments to shine.
- We recognise that all children and young people have unique talents, interests and strengths. We know they learn in different ways and aim to teach our young people in a way which is most effective for them.
- We find creative approaches to build the employability of every young person, so they can go off into the world of work and be successful.
- We help our pupils achieve and succeed through providing a broad and balanced curriculum for all in a safe, stimulating and caring environment.
- We believe that in education, one size does not fit all, and we provide a responsive, varied curriculum which is practical, physical and creative.
- We recognise our responsibility to nurture our children and their individual needs. We strive to meet these needs intellectually, physically, emotionally and socially and create an inclusive environment for all.

SECTION 2 - ROLES AND RESPONSIBILITIES

Class tutors:

At Employability Solutions the class tutors must provide for all students in their class by differentiating work and planning for the student's needs. Tutors are responsible and accountable for the progress and development of the students they teach, including those who access support from teaching assistants or support workers. We ensure that the first step to help students is '**quality first teaching**' this style of teaching emphasises quality and inclusive teaching for all our students.

MANAGEMENT OF SEND WITHIN SCHOOL

At Employability Solutions we work as a team to ensure all pupils with SEND have their needs met, our team includes:

SEND OPERATIONS

SENDCo

INCLUSION MANAGER

The responsibility of the SEND team is to:

- Have a day-to-day responsibility for the operation of the SEND policy and provision.
- Be the point of contact for external agencies.
- To support and communicate with parents.
- Ensure the school keeps up to date annual reviews and records of pupils with SEND and that targets are being met and reviewed every half term.
- Work with Senior Leadership Team to determine the strategic development of the SEND policy and provision. Minutes of SEND meetings will be sent over to SLT and SEND deputy head to discuss with SLT any further actions that may be needed.
- Have an overall responsibility for the provision and progress of learners with SEND.

- To support tutors and Inclusion workers with interventions, setting targets and documenting progress.
- SLT have the overall responsibility for SEND, supported by the SEND team to ensure our pupils have their needs met and that resources are allocated appropriately.

TRAINING AND QUALIFICATIONS

The SENDco is currently studying the NASENCO course.

Other training our team has include:

- Drawing and talking therapy
- Lego therapy
- National Diploma in Autism Awareness
- Neurodevelopmental Awareness Training
- Sensory Processing and integration therapy training
- Mental Health First Aid
- Trauma Informed Practitioner Status
- Flag Up Autism - Autism Friendly Charter - National campaign
- Diploma in person centred counselling
- NVR train the Parent Training (Nonviolent Resistance)

SECTION 3 - Who do we cater for?

We specialise in referrals for students with social, emotional and mental health barriers, as well as unique support for children who are looked after and those with education, health and care plans (EHCP's).

We make provision for students with the following 4 areas of need as outlined in the 2015 SEND Code of Practice:

Cognition and learning

Communication and Interaction

Social emotional and mental health difficulties

Sensory and/or physical needs

4 Areas of Need as defined in the Code of Practice.	
Cognition and Learning (C&L) Some examples: <ul style="list-style-type: none">• Specific learning difficulty such as Dyslexia (SpLD)• Moderate learning difficulties (MLD)• Severe learning difficulties	Social, Emotional and Mental Health (SEMH) Some examples: <ul style="list-style-type: none">• Social interactions• Becoming withdrawn or isolated• Anxiety / depression• Displaying challenging, disruptive or disturbing behaviour• ADHD
Communication and Interaction (C&I) Some examples: <ul style="list-style-type: none">• Speech, Language and Communication Need (SLCN)• Autism Spectrum Condition• Reluctant speakers /selective mutism• Stammer	Sensory and / or Physical Some examples: <ul style="list-style-type: none">• Visual impairment (VI)• Hearing impairment (HI)• Sensory processing difficulties• Developmental Co-ordination Disorder (DCD) (Dyspraxia)

SECTION 4 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”

(SEND Code of Practice 2014 Section 6.15)

“Pupils making less than expected progress, given their age and individual circumstances.”

This can be characterised by progress which:

- is significantly slower than that of their peers starting at 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 “

(SEND Code of Practice 2014 Section 6.17)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” This includes all the 4 areas of SEND.

(SEND Code of Practice 2014 Section 6.7)

WAVES OF INTERVENTION MODEL

WAVE 1 - What is Quality First Teaching (QFT) and SEND support?

Teachers are responsible and accountable for the progress and development of the students in their class, including those accessing support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional interventions and support cannot compensate for a lack of good quality teaching. Some students will make good progress with quality first teaching and effective classroom practice. At this point progress will be monitored by the class tutor and SEND team.

WAVE 2 - SEND support

Where good quality first teaching is not meeting the student's needs and they require additional support beyond classroom practice. Appropriate interventions will be put in place for students on Wave 2, supported by the class tutor and SEND team.

WAVE 3 - SEND Support with external agency input

Where a student continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

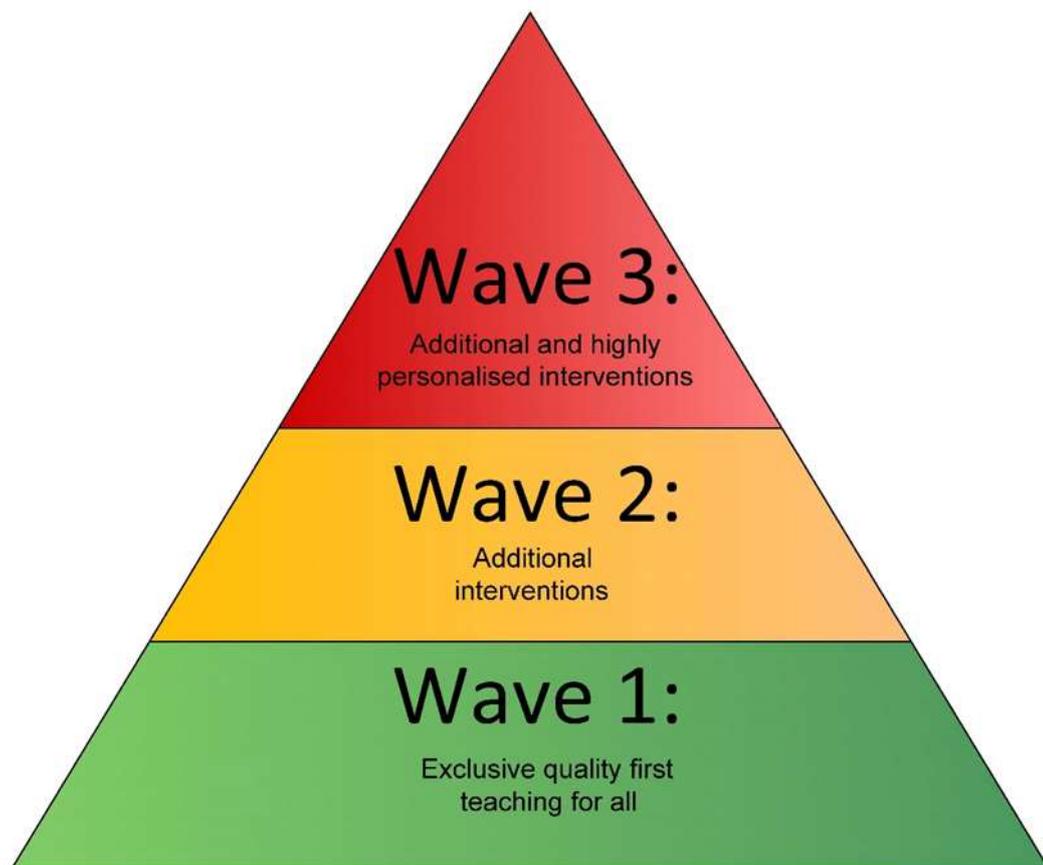
If, despite this individualised programme of sustained intervention, the student remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- Individual Learning Plans.
- Information on the student's health and relevant medical history.
- Curriculum attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents and student

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision. Appropriate interventions will be put in place for students on Wave 3 and EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change.

WAVE MODEL EXPLAINED



Graduated approach to SEND

ASSESS – PLAN – DO – REVIEW

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

Students who continue to face challenges in their learning despite receiving high quality teaching will need additional strategies or different provision in order to meet their needs. The SEND code of practice states, that for these learners, teachers need to put special educational provision in place through SEND support. This support takes the form of a four-part cycle – **assess, plan, do, review**, through this cycle it is ensured that students get the support they need to secure good outcomes.

The class teacher will work with the SEND team to carry out a clear analysis of the student's needs, this will draw on:

- The tutor's assessment and experience of the student, snap assessments, initial centre assessments and EHCP outcomes.
- Previous progress, attainment and behaviour.
- The views and experience of parents.
- Students own voice.
- Advice from external support services where relevant.

All teacher and support staff who work with the students will be made aware of their needs, targets and support provided. We will regularly review the effectiveness of the interventions.

Once a student has been identified as SEND then an Support Plan is compiled between the teacher and the SEND team. The plan is personalised to ensure the desired outcome for the individual student.

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a school, we encourage our young people to take responsibility for their own learning, stating their views, sharing personal targets, self-assessing and evaluating progress, recognising success and reviewing performance.

The support plan will include:

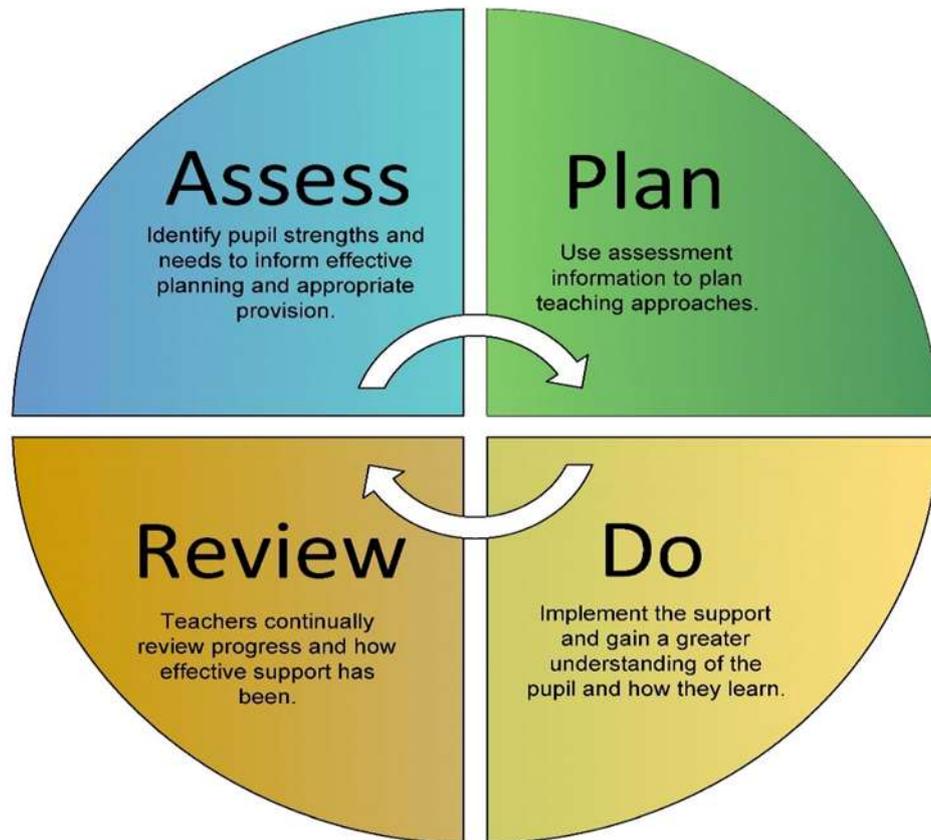
- Precise, achievable and measurable targets.
- Strengths and successes.
- Member of staff working with the student.
- Where and when the intervention will take place.
- The progress will be closely monitored by the member of staff working with the student.
- A review of targets will take place every term to see which targets have been achieved in whole, part or need to be repeated.
- New targets may then be set. A meeting is arranged at the end of every term with students and/or parents to update the plan
- In some cases, students will have the intervention in the classroom or may be withdrawn for short periods of a time for a more personalised intervention.
- In all cases the SEND team, class tutor and support staff all work closely together on the same agreed targets. The class lesson plans will show the differentiation for the SEND pupils.

The support plans will be held in the students individual folders along with any evidence of work completed on specific interventions.

Transition phases

Support between phases is offered to students, during the last term of the academic year for those moving on to new settings. The SEND staff, class tutors and support assistants will meet to discuss pupils leaving and joining the classes in September. Information regarding the needs and the provision will be discussed and a personalised transition plan is put into place.

Assess, plan, do review explained



SECTION 5 - SUPPORTING PARENTS AND FAMILIES

At Employability Solutions, we believe that education is most successful when parents/carers are closely involved in their child's development. We encourage an active partnership through an on-going dialogue with parents, we keep parents informed by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Working effectively with all other agencies supporting children and their parents.
- Making parents and carers feel welcome.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child with parents.
- Making parents and carers aware of further support which can be accessed through local services and voluntary agencies.

Parents can also access support from The Kirklees Local Offer for learners with SEND. <https://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

SECTION 6 - MANAGING STUDENTS NEEDS ON THE SEND REGISTER

All students who have been identified as having SEND are placed on our SEND register which is kept in the SEN file. A whole school provision map is completed showing all SEND pupils in each year group and the provision they have access too. This is kept in the SEN file.

Students have their own folder when working with SEND/Support staff. In each folder there will be an individual support plan. The progress and attainment on targets will be monitored, recorded and reviewed termly by the member of staff working on interventions with the student.

Where it is felt by the staff and the parents that additional support and specialist services may be needed, then the SEND team will make the contact with the relevant agency or it may be necessary for the parents' first point of contact to be their GP. If this is the case the SEND team will supply written support to the GP on behalf of the school.

Where a cost is involved for a specialist service such as an Educational Psychologist the parents are made aware that the school does not have the access to these services nor the funding. This is due to the fact that we are an independent school. The school will advise and support the parents in this process as far as possible. In some cases, funding may be provided by the school for outside agency support.

SECTION 7 - TRAINING AND RESOURCES

The school accesses SEND training from relevant training organisations and the local authority. When identifying training needs courses are chosen that will directly provide the staff with the knowledge and awareness of specific needs of pupils in their class.

At Employability Solutions we ensure pupils receive high quality teaching in class which meets the needs of our students. To ensure our pupils needs are met we have:

- Additional adult support for our pupils either on a one to one or small group basis.
- One to one Pastoral care for our pupils' well-being needs.
- Reduced class sizes to create a relaxing working environment.
- Multi-sensory teaching approach.
- Adapted curriculum better suited to our students' needs.
- Recommended aids such as laptops, coloured overlays, visual timetables, sensory aids.
- Drawing and talking therapies.
- Lego therapy.
- Confidence building/ coaching sessions
- extra-curricular activities E.g. gym sessions, equine therapy, charity projects
- enrichment and vocational studies

SECTION 8 - SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

At Employability Solutions, all members of staff concerned are fully briefed on medical conditions, emergency contacts and permitted medication.

Medication is named and kept in a locked box or locked room either in Reception.

SECTION 10 - REVIEWING THE POLICY

The school aims to review the policy annually given the recent climate of reform. This will ensure the SEN provision is kept in line with the Department for Education and The Department of Health legislation and recommendations.

SECTION 10 - COMPLIANCE

Our SEND policy has taken account of:

- SEND Code of Practice 0-25 (August 2014)
- Equality Act 2010
- Statutory /Guidance on Supporting pupils at school with medical conditions (April 2014)