

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Introduction

The Education Act 2014 introduced a new system to help children with special educational needs and disabilities (SEND). The reforms to special educational needs introduced a system which is designed around the needs of children and will support them up to the age of 25.

For further information, please refer to:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is ... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as "more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

SEN Provision at Inclusion Hampshire

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made for children of the same age in schools maintained by the local education authority.

Staff at Inclusion Hampshire are committed to providing the conditions and opportunities to enable any of our learners with SEND to be included fully in all aspects of school life.

Objectives

In order to meet the needs of learners with SEND, inclusion Hampshire will:

- Provide intervention at a suitable level when a learner is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles to allow learners with SEND to access our curriculum.
- Use resources effectively to support learners with SEND.
- Assess and keep records of the progress of learners with SEND.
- Work with outside agencies who provide specialist support and teaching for learners with SEND. Inform and involve the parents/carers of learners with SEND so that we can work together to support them.
- Encourage active involvement by the learner themselves in meeting their needs.
- Provide ongoing training for all staff working with learners with SEND.

Access to the learning environments

Venues Inclusion Hampshire use for teaching and learning are mostly on ground floor level sites with easy access to all areas. There is a ramp to the Apex Centre entrance and disabled toilets at both venues. For the purpose of the Post 16 programme work placements and sites used for enrichment, venues identified would be assessed in order to ensure access.

Access to the curriculum

Programme curriculum:

Functional Skills Maths Level 1 &
Level 2

Functional Skills English Level 1
& Level 2

Functional Skills ICT Level 1

GCSE Maths (foundation)

GCSE English Language

OCR Life and Living Skills

Accredited Work Skills Programme

Enrichment- one to one and
small group music sessions, art,
sports, cooking

The SEN provision is based upon the Inclusion statement in the National Curriculum 2000 document of:

- Setting suitable learning targets
- Responding to young people's diverse learning needs
- Overcoming potential barriers to learning.

Lead for SEND

Inclusion Hampshire employs a Lead for SEND who as a minimum holds the qualification: Level 4 Special Educational Needs Advanced Diploma.

The Lead for SEND supports all teaching and support staff to carry out an ongoing process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement.

The Lead for SEND is responsible for consulting with referring schools, SENCO's and other professionals (as

identified on EHC plan) young people and their parents/carers to make decisions and assessments about progress and areas of need.

Access Arrangements

Strategies which are used to enable access to our curriculum and programmes of learning are:

- Differentiation of the curriculum to match tasks to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the learners in the session.
- Use of support staff to provide additional support within sessions.
- Small group and 1:1 teaching
- Alternative means of accessing the curriculum through ICT, and support staff such as reader/ scribe Use of positive behaviour modification strategies within the classroom and as part of the Learner Code of Conduct (see appendix 1)
- Social skills and social communication small group sessions.
- Access to Enrichment activities
- Access to the mentors
- In-house training for all staff on the needs of young people with SEND
- Supporting the arrangement of assessment for exam access

Access to Information

Information about Inclusion Hampshire and its various programmes is provided in a range of formats, on request, for learners and prospective learners who may have problems accessing it in written form for example, by reading aloud and having information about Inclusion Hampshire available to all on the Inclusion Hampshire website which features a short a film.

Further Intervention

Inclusion Hampshire recognises that there is a wide range of SEND amongst our learners and aims to match the level of intervention to each learner's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following:

Ongoing teacher and support staff observations undertaken by the Lead for SEND, assessment within the sessions, and/or attainment and baseline data from referring schools showing one or more of the following:

- Learners new to the programmes, records from the previous school indicating that additional intervention has been in place.
- The learner is working at a level below the national expectation for that year group
- The attainment gap between the learner and his/her peers is getting wider.
- A previous rate of progress is not being maintained.
- Little progress is being made even when teaching approaches and resources have targeted a young person's identified area of weakness.
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the programmes' behaviour management practice.
- Self-help skills, social and personal skills inappropriate to learners chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children, in liaison with Children's Services
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills. Other adults concerns

The Graduated Response

If a member of teaching staff is concerned about some aspect of a learners progress, behaviour or wellbeing he/she will decide what action to take within the normal session routine.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Code of Practice,p.25;1.24)

If the learner is having learning difficulties in one or more areas, the teaching staff will adapt resources or change the teaching method being used, to suit that learner. If a learner is having behavioural problems, staff will record the frequency and severity of the incidents on the session evaluations and, if possible, adapt the learning environment to help the individual overcome the problems. When a member of staff is concerned about a young person's physical or mental well-being, he/she will share the concerns with the Lead for SEND and the Manager who has responsibilities for pastoral, medical and child-care issues. Whatever the nature of the concern, staff will communicate with the parents or carers of the young person to discuss the concerns

and to ask for their support in resolving the problem. The learner may be put on SEND support.

SEND Support

Area of Need	Wave 1 – whole centre approach	Wave 2 – additional interventions	Wave 3 – SEND
Cognition and Learning	<p>A nurturing environment with opportunities for small group experiences in a safe and secure space for learners.</p> <p>Assessment of learners strengths and weaknesses, access to assessment for learning records, a range of diagnostic tests, observational checklists, identifying preferred learning styles.</p> <p>Differentiated curriculum planning, activities, delivery including teaching styles which reflect preferred method of learning.</p> <p>Flexibility in timetabling and session planning to allow extra take-up time for responses to questions or contributions to group discussion & extra time for activities.</p> <p>Increased visual aids and modelling .</p> <p>Visual timetables.</p> <p>Use of writing frames.</p> <p>Access to ICT.</p> <p>Using practical activities and experiential learning, including work with</p>	<p>Lead for SEND distributes information about the learner to relevant staff.</p> <p>Regular planning of specifically differentiated work to ensure effective inclusion in all the areas of the curriculum.</p> <p>Catch up programmes – Literacy and numeracy</p> <p>Individualised timetable</p> <p>In-class support in targeted subject areas.</p> <p>Alternative forms of recording which enable learners to demonstrate knowledge without the requirement for extended written work.</p> <p>Activities and support to help with developing sequencing and organisational skills.</p> <p>Tutor/mentor support for organisational skills.</p> <p>Strategies and support materials to help compensate for weak memory skills.</p>	<p>Lead for SEND distributes information about the learner to relevant staff.</p> <p>Further analysis of learners strengths and weaknesses in literacy and numeracy, receptive language, with advice/support from specialist support services.</p> <p>Updated individual education plan prepared to include guidance/advice/intervention from support services.</p> <p>Intense literacy/ numeracy support.</p> <p>Exam concessions.</p> <p>Alternative accreditation/ vocational courses e.g Certificate of Achievement.</p>

	<p>concrete/visual materials and objects of reference to establish concepts and skills. Opportunities for learners to transfer/generalise their learning in different contexts.</p> <p>Tracking individual progress. Opportunities for revision and over learning.</p>		
Communication and Interaction	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words. Strategies to develop and extend listening and attention.</p> <p>Increased visual aids / modelling etc.</p> <p>Visual timetables.</p> <p>Structured session routines and behaviour expectations.</p> <p>Access to grouping that enables learners to work with peers who will provide good role models for language and communication skills.</p> <p>Reducing background noise when talking to the group as a whole.</p>	<p>Positioning of the learner and adults in class considered.</p> <p>In class support with focus on supporting speech and language.</p> <p>Simplified language reinforced by visual resources to compensate for mild to moderate language delay, where this is part of a general pattern of difficulties.</p> <p>Giving extra take-up time for speaking and listening activities.</p> <p>Avoiding pressuring learners to respond quickly.</p> <p>Creating a quiet, distraction free space for small group activities.</p> <p>Signs around the setting/school should include symbols/visuals in addition to text.</p> <p>Using practical activities and experiential learning, including adults modelling learning and the provision of real objects.</p>	<p>Speech and Language support / advice</p> <p>Advice from EP and other professionals.</p> <p>Focussed work to ensure vocabulary development in specific subject areas.</p> <p>In Key Stage 4 – small group teaching for Award Courses/Alternative Curriculum through Entry Level Course, alternative accreditation, work related learning and college opportunities, programmes to develop life skills.</p> <p>Support for the provision and use of specialist ICT for access and communication.</p> <p>Recognition of the potential stress, anxiety, confusion and unhappiness (SLCN) can cause and positive action to support the learner.</p> <p>Recognition that stress and anxiety may be expressed through unusual behaviour and understanding of the reasons for such behaviour.</p> <p>Specific teaching of appropriate strategies to</p>

		Careful consideration of the complexity of pictures used to support learning. Provision of Communication Skills sessions.	address personal stress and anxiety. Positive pastoral support to address low self-esteem. (mentoring/counselling) The use of rewards and positive recognition. The provision of a dedicated space or particular activity for the young person for difficult times. Providing opportunities for small group work within the classroom or on a withdrawal basis to address speech, language and communication needs.
Emotional, Behavioural and Social	<p>Centre has clear policies for promoting positive behaviour which are based upon positive reinforcement and are applied consistently by all staff.</p> <p>There is a strong lead by members of the leadership team and senior managers who are closely involved in the promotion of positive behaviour and attendance and provide close support to all staff.</p> <p>Centre has a well-developed programme for PSHE which addresses social and living skills and emotional literacy.</p> <p>Clear classroom routines supported by visual cues.</p> <p>Healthy living education.</p> <p>Access to mentor.</p> <p>Life and Living skills curriculum.</p> <p>Access to SRE and Get it On support.</p>	<p>In class support for supporting behaviour targets.</p> <p>Staff recognition of the stress and unhappiness that learning needs can cause.</p> <p>Access to Listening Post support.</p> <p>Flexible grouping arrangements or additional support in the classroom to promote progress in SEBD.</p> <p>Teaching of appropriate behaviour and expectations in group sizes to allow the development of social interaction skills.</p> <p>Additional support for unstructured periods.</p> <p>Time limited targeted intervention groups to address individual priority needs (e.g. anger</p>	<p>Inclusion Hampshire engages in significant training relating to the needs of learners with SEBD.</p> <p>Further analysis of learners strengths and weaknesses in social, emotional and behavioural development, with advice/support from specialist support services.</p> <p>Staff know how to modify and differentiate the Centre policy for promoting positive behaviour and attendance to take account of the individual needs of young people with SENs in the area of SEBD.</p> <p>Specialised Individual Listening Post appointments.</p> <p>Individual support in sessions</p> <p>Individual reward systems and sanctions.</p>

		management, conflict resolution, friendship skills, getting on with certain people). Specific teaching of social skills. Specific teaching of how to keep safe.	Advice from EP and other professionals.
Sensory and Physical	Physical activities planned into continuous provision & adult led. Develop wide range of vocabulary to describe senses and explain things. Encourage to explore a wide range of sensory activities including sports, music, art and textiles, cooking. Flexible teaching arrangements. Medical support /advice.	Staff aware of implications of impairments. Keyboard skills training. Additional activities designed to develop fine and gross motor skills where these are part of a general pattern of difficulties. In class support for supporting access, safety Differentiated resources eg whiteboard, laptop, enlarged prints on handouts and worksheets. Resources to support concentration e.g. timers, notebooks for doodling.	Advice and support from: Occupational Therapy Service, School nurse and Physiotherapy Service Individual support in class. Disabled toilet.

Monitoring:

Wave 1 provision monitored through:

- Classroom observations using the “Inclusive Classroom Practice Checklist”.
- Work marked and feedback provided each session.
- Each session recorded against targets.
- Half termly English and Maths assessments.
- Termly learner tracking and case reviews with management and support staff.
- Termly reviews with learner, referring school and parents.

- Targets updated as needed.

Wave 2 provision monitored through:

- Classroom observations using the “Inclusive Classroom Practice Checklist”.
- Work marked and feedback provided each session.
- Each session recorded against targets.
- Half termly English and Maths assessments.
- Termly pupil tracking and Case reviews with management and support staff.
- Targets and Behaviour plans updated as needed

Wave 3 provision monitored through:

- Evaluation of learner progress within specified interventions reflected on the termly monitoring forms & individual support documents.
- Work marked and feedback provided each session.
- Each session recorded against targets.
- Half termly English and Maths assessments.
- Termly pupil tracking and Case reviews with management and support staff.
- Targets, support plans and Behaviour plans updated as needed.
- External agency evaluations of pupils progress. Annual review and targets set on EHCP.

Request for Education Health Care Plan (EHCP)

If the young person continues not to make progress, Inclusion Hampshire will request that the learners School, via the Headteacher and SENCO, makes a request to the Local Education Authority to undertake a statutory assessment of the young person's SEN.

If the LEA agrees, information will be collected from all the people who have been involved with the learner. From this the LEA Special Needs Officer will decide if the learner requires an EHC Plan to meet their needs.

The Statement of SEN

An EHCP is a legally binding document which sets out the provision the learner must receive to meet his/her SEN. The LEA provides the referring school with additional funds to cover the **costs of this provision**. This is used for LSA support and/or specialist teaching and equipment. ILPs are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies

involved with the learner to assess the learners progress. A representative from the LEA may attend these reviews.

Some young people may already have a statement when they start at Inclusion Hampshire. The same procedures of making provision, and target setting and reviewing are put into place as soon as the young person starts either pre 16 or Post 16 programme

Involvement of External Agencies

For those young people with EHCP funding the involvement of outside agencies is specified on the EHCP. These may include:

Specialist teacher in the identified area of need.

Medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist.

Educational Psychologist.

Children without additional funding may also receive input from:

Educational Psychology Service.

Specialist teacher for sensory impairment, for communication disorders or for physical disabilities.

Medical services, including CAMHS.

Social Services, especially for Looked After children.

Traveller Service Liaison within the school or EMTAS.

Inclusion Hampshire Lead for SEND shares information about learners with SEND with

- Teaching and support staff
- Inclusion Hampshire Management Team

The member of staff responsible for child protection issues (DSL)

Staff responsible for Alternative Education at referring school

Referring school SENCO and DSL

Partnership with Parents

Parents/carers of learners with SEND are kept fully informed of the provision that is being made for their child. Parents are invited to review progress towards the targets at twice yearly meetings and receive a written report every term.

Considering Complaints

If a learner and their child is currently placed at Inclusion Hampshire and parents/carers believe that their child has a learning difficulty or behavioural issue which has not yet been identified by the referring school or if they are unhappy with the provision the referring school is making for their child with SEN, they should talk to Inclusion Hampshire Lead for SEN who can then approach the referring school.

If parents feel dissatisfied with the response from the referring school, they may choose to raise their concerns directly with the school or with the referring school's governor responsible for SEN.

Parents may ask the LEA to conduct a needs assessment for an EHC Plan at any time. The LEA must comply with the request.

'... local authorities must ensure the child's parents or the young person are fully included in the EHC needs assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan' (Code of Practice, pg 20 section 1.4)

The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

Monitoring the Success of Inclusion Hampshire SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for learners with SEN will be evidenced by:

Ongoing staff observations of the learner within sessions.

Differentiated short-term planning by the teaching staff to meet the young person's needs.

Records and evidence of the learner's work showing progress towards curriculum objectives.

Evidence of progress towards targets at the ILP reviews.

Records and evidence of the learners progress towards improving behaviour.

Discussion with the learner about their progress.

Discussion with parents/carers about the learners progress.

Discussion with outside agencies about the learners progress.

The success of the policy will result in the needs of all learners with SEN being met by:

Making use of good practice in planning for, teaching and assessing learners with SEN.

Regularly reviewing the learner's progress against targets set.

Providing additional intervention if progress is not adequate.

Considering the wishes of the learner and the parents/carers at an appropriate level.

Having a positive and effective partnership with parents/carers.

Encouraging a multi-disciplinary approach whenever possible.

POLICY IMPLEMENTATION

The Chief Executive is responsible for ensuring the implementation of this policy and that regular reviews take place.

All staff and volunteers have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision and training.