



SEND POLICY

Date Produced: August 2022

Review Date: September 2023

Next Review Date: September 2024

Overview

REACH Alternative Provision value all pupils and we actively celebrate diversity of experiences, interests, and achievements. We believe that all pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for our provision to meet its daily duties, obligations, and equality values to provide a high-quality education to all its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the provision aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The provision will work with the Local Authority (or equivalent) within the following principles, which underpin this policy:

- The involvement of children, parents, and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health, and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Responsibility for the co-ordination of SEND at REACH Alternative Provision: Corrine Scott

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice 0-25 January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding policy
- Teachers Standards 2012

Context

REACH Learning Provision provide education and support for young people with Social, Emotional and Mental Health difficulties (SEMH).

REACH committed to never giving up on young people and provide a nurturing environment in which children and young people feel welcome and understood. We strive to ensure that all young people are successful and enthusiastic about life and learning! We also believe in building tolerance and respect to all people.

Every pupil needs support, a positive, sensitive approach, and personalised programmes to allow them to achieve their full potential. Appendix 1 gives key definitions for Special Educational Needs. All staff REACH Learning Provision have a responsibility for students with SEND utilising our knowledge and skills to support and allow all pupils to develop and thrive.

Aims

REACH Learning Provision value the abilities and achievements of all pupils and are committed to providing the best possible environment for learning. We endeavour to make every effort to achieve maximum inclusion whilst meeting individual needs.

We recognise the entitlement of all SEND pupils to an appropriate balanced, curriculum. Our SEND policy reinforces the need for fully inclusive teaching.

Management of SEND within the REACH Learning Provision:

The Head Teacher and appointed Senior Staff have overall responsibility for Special Educational Needs. Key responsibilities can be found in appendix 2.

For effective SEND provision, all staff must be aware of:

- The procedures to be followed for referral to other professionals
- The need for early identification – not just of Primary Area of Need
- Appropriate assessment procedures

- The responsibility that all teachers have in making provision for SEND pupils through consideration of inclusion strategies
- The commitment required by teaching staff to follow procedures for reporting pupil progress
- The mechanisms that exist to allow staff access to information about SEND students
- the need to develop constructive relationships with parents and positive relationships with pupils
- the need to include pupil voice
- the need to review progress
- The Special Educational Needs and Disability Code of Practice: 0 -25 years 2015 guidance when carrying out these responsibilities

Internal Provision Processes

All process relating to; Admissions, Referral, Allocating Resources and School Provision can be found in Appendix 3

We actively encourage pupils and parents or carers in decision-making that will benefit the pupil.

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child with our provision; the class teacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified upon us making decisions about a pupil's SEND provision. Decisions on whether REACH will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway. The planning that the provision implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

At REACH Learning Provision, key staff will meet with pupils, and their parents three times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with, in the first instance, by the Head teacher. In the case of an unresolved complaint the Local Authority may be involved.

Email: admin@reachlearningprovision.org

Evaluating the SEND Policy

The Head Teacher and Senior Staff will regularly monitor the progress of all students in terms of progress and attendance.

Appendix 1

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A student has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than most children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for students of the same age in other schools within the Local Authority

Special education provision means:

- Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. REACH Learning Provision will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having difficulties in one area may be given extra help/support or different lessons to help them succeed.

Appendix 2

Responsibilities of the Provision Manager

- Liaise with the Special Services Section of the LA.
- Manage staff responsible for SEND provision and teaching.

Responsibility of SENCO & others that lead SEND

- Ensure the Code of Practice: 0 to 25 years – 2014 is adhered to within the school
- Support designated staff to complete paperwork, manage reviews, support staff, students, and parents
- Liaise with appropriate professionals to provide support and offer appropriate interventions for students
- Provide data on progress for SEND students within the school
- Support staff to identify needs and to provide a supportive package
- Monitor and review Personal Learning Plans, EHCPs and Annual reviews
- Report to Head Teacher, Governors, SLT and other staff on SEND progress
- Support the development of appropriate training for staff across the school

Responsibilities of other identified staff

- managing all staff within the base
- ensuring all staff on the base are aware of students' needs
- managing records on all students
- completion of SEND paperwork
- management of Annual Reviews and correspondence with outside agencies
- management of day-to-day delivery of SEN policy
- management of staff completing and reviewing Personal Learning Plans
- liaison with other staff in the school who provide support and interventions
- management of liaison with parents and professionals involved in individual student needs
- liaison and reporting to Assistant Head with SEND responsibility

Responsibilities of Subject Leaders/teachers and other staff delivering to students

- provide high quality teaching to all students
 - ensure that a wide variety of learning opportunities are provided through well planned lessons
 - be aware of SEND Code of Practice 2015
 - ensure all students have access to curriculum
 - ensure appropriate plans are in place e.g., personal Learning Plans
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- ensure student and parents are considered and included in planning and review process
 - complete necessary paperwork to support Senior Staff and the Provision Manager
 - ensure they have completed training provided by the school

Responsibilities of Learning and Pastoral Support assistants (LPSAs) and Teaching Assistants (TA)

LPSAs/TAs play a major role in the support of students with SEND. LPSAs/TAs provide a key worker role to individual students. They work closely with students and parents and play a vital role in identifying, supporting, and reviewing students with SEN.

- LPSAs/TAs need to be aware of all the students in their base or they work with needs and whether they have an EHCP or Statement
- LPSAs/TAs need to liaise with teachers and Base Deputy when completing and feeding into Personal Learning Plans

Appendix 3

Admission Arrangements

No pupil will be refused admission to the provision based on his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision. All students receiving all or part of their education in the provision will have SEND Support at the REACH Learning Provision.

Referrals

REACH only provide places for students who are unable to access mainstream education.

We only accept referrals through schools and education authorities. REACH cannot be a parent's choice for secondary education, our purpose is to provide education for those who have been permanently excluded or are at risk of permanent exclusion from mainstream school.

We offer a full and balanced curriculum that is tailored to ensure pupils have the best possible outcomes and opportunities for future success. See Corrine Scott (Managing Director) for further details on what is currently being delivered at REACH.

If there are no places available, we can add you to the waiting list.

Allocation of Resources

The Provision Manager and Senior Leadership Team ensures that resources are allocated to support appropriate provision for all students, within budget constraints.

Identification of Needs

Early identification of student needs is a priority. REACH Learning Provision will ascertain student progress through:

- Pupil records and previous information about educational history
- Evidence obtained by teacher observation
- Students are assessed on entry to the school.
- Where necessary specialised assessment will be used to identify specific needs – these will be to help identify a range of needs i.e., literacy, phonological processing, speech and communication difficulties, mental health needs etc.

Provision

On entry to the provision, each student's attainment will be assessed. This will help to inform the school staff of each young person's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. This information will help school staff to design appropriate differentiated learning programmes.

It will:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class or group
- Assess learning difficulties
- Ensure on-going observations / assessments provide regular feedback on achievements / experiences, for planning next steps in learning
- Involve parents and carers in a joint home-school learning approach.

Appendix 4

The Code of Practice Re: SEND Support

The aim of formally identifying a student with SEND is to help the provision ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables identification of those interventions which are most effective in supporting the student to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the student's need using staff's assessment and experience of working with the young person, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, LPSA, SENCOs and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document or Learning Plan which will be shared with staff, parents and the student.

Do

The class teacher and LPSA remain responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with LPSAs to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupil's strengths and weaknesses.

Review

Reviews of a student's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the student and their parents. The class teacher, in conjunction with the LPSA and Head Teacher for SEND, will revise the support outcomes, and based upon the student's progress and development make any necessary amendments going forward, in consultation with parents and young person.

Referral for an Education, Health, and Care Plan EHCP

An Education, Health and Care Needs Assessment may be requested by school, parent, health, or social care.

The application for an EHCP information from a variety of sources including:

- Parents
- Teachers and LPSAs/TAs/HLTAs
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set.

Education, Health, and Care Plans EHCP

- Following statutory assessment, an EHCP may be provided by local authority, if it is decided the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHCP.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professional's external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

Reviews of Education Health and Care Plans

EHCP's must be reviewed annually. The SENCO administrator informs base coordinators/teachers in charge of when reviews are due, organise these reviews and invites:

- The student's parent and the student if appropriate
- The relevant teachers/LPSA
- A representative of the LA Inclusion and Assessment Team and any other person the LA considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the Learning Programme targets
- Review the provision made for the student in the context of levels of attainment in basic Literacy / Numeracy and Life Skills
- Consider the appropriateness of the existing Statement or EHCP 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 or a phase transfer for pupils.