

SMS Coaching



Special Educational Needs Policy

2019 – 2020

Special Educational Needs and Disabilities (SEND) Policy

Aims and Context:

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2015. It has also been written with reference to sections 29, 35 and 63-65 of the Children and Families Act 2015. This school believes that high quality teaching that is differentiated for all, underpins progress for all students, including those with SEND.

It is our aim to:

- provide a safe and happy environment in which all students have the opportunity to develop personally, physically, socially, academically and spiritually
- provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual students whilst offering equality of opportunity and high standards of teaching

Objectives:

- provide a caring, respectful and nurturing environment in which everybody feels safe and able to learn
- ensure the students views are listened to
- ensure equality of opportunity for each student
- foster dignity, self-respect and independence
- recognise and seek to maximise each student's potential
- ensure well managed establishments with staff committed to achieving high standards for each student
- ensure that all settings are appropriately set up to meet the needs of the students within the setting
- offer a broad, balanced, relevant curriculum in a stimulating and exciting learning environment
- work in partnership with parents, carers, Authorities and other outside agencies to ensure students are given the greatest opportunity to succeed
- monitor attainment and progress and ensure that parents/carers and funding bodies have appropriate, relevant information
- provide an assessment of the individual special educational needs within the setting of the within the first twelve weeks of a placement
- ensure appropriate provision is made to meet the needs identified in the individuals Education, Health and Care Plan and/or based on the assessment findings
- ensure a member of staff acts as SENCO to co-ordinate statutory processes and provide advice and support for staff in school
- ensure all staff have an understanding of the range of SEN difficulties experienced by the students as part of their induction. Provide further in depth training for highly specialist settings or needs as appropriate.

Identifying Special Educational Needs:

Students are identified as having Special Needs initially through liaison from referring schools and through the identification of underlying and emerging needs whilst students are at the SMS Coaching. Continuity of SEND is maintained through transfer of LA recording documentation, school referrals and transition documentation.

There is an expectation that schools referring students for alternative provision at SMS Coaching will provide all SEND information for individual students to ensure needs are met. This information should be provided on admission.

The SEND Code of Practice 2015 states that 'children have a learning difficulty if they:

- 'have a significantly greater difficulty in learning than the majority of children of the same age'.
- 'have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority'.

Broad areas of Special Need Education provision should be matched to the student's identified SEN.

Students special educational needs are generally thought of in the following four broad areas of need and support:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Physical and/or Sensory needs

Communication and interaction

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when a student learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students

are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Students who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Inclusion for all:

Most pupils attending SMS Coaching will experience some additional education needs. Most will have their needs met within the small nurturing groups with additional staffing. Some pupils will require a higher level of support and these will be addressed through personalised timetables, provision maps and bespoke sessions. SMS Coaching delivers a range of enrichment activities to support the development of personal and social skills together with independence.

There are two categories of students on the SEND Register:

- SENS (Special Educational Needs Support)
- EHCP (Education Health and Care Plan)

Students who attend SMS Coaching are identified as having Special Educational Needs following Local Authority referrals for students with EHCP's or students referred from schools across several local authority boroughs seeking alternative provision. In this instance pupils may have EHCP's or may be identified as SEN Support.

Most students attending SMS Coaching will have a primary need of Social Emotional and Mental Health (SEMH). They may have needs in all four categories of SEND.

SMS Coaching will liaise with referring schools and local authorities for students accessing alternative provision should additional needs be identified or require further exploration.

Supporting Pupils and Families

Parents/Carers:

SMS Coaching has an “open door” philosophy towards parents. Informally, parents are encouraged to contact the Head Teacher or proprietor should they wish.

Formally:

- The SENCO and/or appropriate staff are available at all annual parents’ evenings or open events.
- All students on the SEN record have a formal review every year to discuss targets.
- Students with an EHCP will have an “annual review”, to review progress towards statement objectives.
- Parents are invited to all reviews and are also invited to make written comment before reviews.
- The SMS Coaching SENCO or identified staff will attend all annual review and SEN review meetings held at student’s main provider of education where they are on roll.

Students:

Students are able to discuss any concerns or requests with staff at SMS Coaching. Pupil voice is desired and listened to.

SEND and Safeguarding

It is well known that SEND is a risk factor for abuse of varying types. We need therefore to be especially vigilant when caring for these students and be alert to changes in appearance and behaviour. Relationship building with families is essential to this.

All adults have a shared duty of care to all students. It is essential that adults caring for students be alert to any signs that they may be at risk. They must also be confident of the actions they must take when they have concerns. This is particularly important with SEN children who are especially vulnerable due to their specific needs and who may be non-verbal. This should lead to a picture being built up over time to enable the best support to be given to the child. This will also enable timely support and interventions to be provided to families.

Students should be at the centre of all safeguarding measures and policies. Schools need to work together with parents, and everybody must take into account the student’s age, stage and level of understanding at all times. For complex situations such as intimate care, Relationship and Sex Education, and Personal, Social and Health Education, each student needs an individual care plan that is regularly reviewed and agreed with the family.

Settings need to be alert to any materials or advice that contravene established safeguarding practices or are inappropriate for the individual student’s needs. There is a danger that in an

attempt to keep students safe we can end up giving them too much information, beyond their level of understanding, and putting too much onus on them to protect themselves.

According to the Ofsted Blog 4 “There is no magic formula: safeguarding children in schools is about fostering a culture where children come first.” Putting children first involves considering their long term future and outcomes not just their immediate situation. (Cross reference with Safeguarding and Child Protection policies).

Storing and Managing Information

SMS Coaching manages pupil information and data in accordance with GDPR - May 2018

Student information may be shared with external agencies following consultation with parents/carers.

Complaints procedure

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff and records of these concerns or complaints are kept. Concerns that cannot be resolved in this way will follow a line of referral, involving the proprietor.

This policy is written with reference to:

- SMS Coaching policies
- SEND Code of Practise, 2014 (updated May 2019)
- Equality Act 2010: advice for schools DfE May 2014, last updated June 2018
- Schools SEN Information Report Regulations (2014)
- Keeping Children Safe in Education – updated October 2019
- Transforming Children and Young People’s Mental Health Provision: a Green Paper. Secretary of State for Education 2017
- Children and Families Act 2014
- Lamb Inquiry review of SEN 2009
- Education Act 2011
- A good education for all (Ofsted) 2012
- Ofsted Non-association independent school inspection handbook (May 2019)