

Policy and Guidance:	Date approved	May 2018
	Date for review	May 2019
	Special Education Needs (SEN) - IDS	

1. Compliance

This policy and guidance complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Equality Act 2010 paragraph 3 of schedule 10
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- Part 3 of the Children and Families Act 2014 and associated regulations

2. Aims

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all students can thrive by paying attention to these specific areas:

- Identifying, at an early age, individuals who need extra help and attention
- Enabling each student to reach his or her full potential, both curricular and extra-curricular
- Enabling each student to partake in, and contribute fully, to school life
- Endeavouring to meet the individual needs of each child
- Developing a feeling of self-esteem within the individual
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- Providing access to and progression within the curriculum
- Working with parents and other agencies to provide support and opportunities for those children with SEND
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- Ensuring access to resources to support staff teaching children with SEND
- Including the voice of the child in monitoring and reviewing IMPs and ILPs

3. Objectives

- Identify and provide for SEN students
- Work within the guidance provide in the SEND Code of Practice, 2014
- Operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- Where appropriate, provide a Special Educational Needs Co-ordinator (SENCo) to provide support and advice for all staff working with special educational needs students

4. Types of SEN

SEN is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a student being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

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.

As a school we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

5. Identification, Assessment and Review

The Code of Practice outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of students with SEND.

IEPs are used to record additional provision for students on the SEND register.

6. A Graduated Approach to SEN Support

At Inspired Directions School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- Focused lesson design with clear objectives
- High demands of student involvement and engagement with their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- An expectation that students will accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate students.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access 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 intervention and support cannot compensate for a lack of high quality teaching.

We assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all students. These should seek to identify students 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 from 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

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

7. Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO and Deputy Head, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the student is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Deputy Head should contact them (if the parents agree).

8. Plan

Where it is decided to provide a student with SEN support, the parents must be formally notified. The teacher and the Head of School should agree, in consultation with the parent and the student, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. Where it is deemed appropriate, would best meet the needs of the individual student, and is agreed by all interested parties, including the local authority as part of the EHC plan, IDS may offer educational provision into KS5. A student's ongoing EHC plan would set out the further steps to transition beyond IDS.

9. Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Head of School should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

10. Review

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the Deputy Head, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Where a student has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head of School and Curriculum Coordinator
- Analysis of student tracking data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

11. Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

12. Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

13. Criteria for Exiting The SEN Register/Record

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, Head of School, student and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the student off of the SEND register then all records will be kept until the student leaves the school (and passed on to the next setting). The student will be continued to be monitored through the schools monitoring procedures, such as student progress meetings. If it is felt that the student requires additional assistance, then the procedures set out in this policy will be followed.

14. Supporting Students and Families

Class teachers, in partnership with the Head of School, are responsible for ensuring that students are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the Head of School will liaise with the class teacher to assess students' eligibility for access arrangements.

15. 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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

16. Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. The Board of Governors, in consultation with the Head of School, has a legal responsibility for determining the policy and provision for students with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

17. Storing and Managing Information

Documents relating to students on the SEND register will be stored with their ILP file in a cabinet in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Inspired Directions School.

18. Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled students and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Inspired Directions School Accessibility Plan forms part of this Policy.

19. School Accessibility Plan

The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfED document 'Accessible Schools' issued in 2002

19.1 Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities

19.2 Philosophy

At Inspired Directions School we believe that the quality education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures, producing inclusive policies and supporting the development of inclusive values practices.

Students, Parents and staff should work together with specialist support agencies and services to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, students and parents must feel confident that inclusion is beneficial for the development of the child, and equal importance must be given to ensuring that no student's education is impaired.

19.3 Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Inspired Directions School community for students and to prospective students who have a disability. Our aim is to create an environment whereby, so far as is reasonable and practical, each and every person (whether visiting or attending) can move freely around all the buildings and can experience all we have to offer.

19.4 Principles

Compliance with DDA is consistent with the culture of Inspired Directions School. In the operation of Inspired Directions School's SEN Policy we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as

1. Not to discriminate against disabled students in their admissions and exclusions or the provisions of education and associated activities
2. Not to treat disabled students less favourably
3. To take reasonable steps to avoid putting disabled students at a substantial disadvantage
4. To publish an Accessibility Plan

19.5 Admissions

Inspired Directions School must feel reasonably sure that it will be able to educate and develop a prospective student to the best of his or her ability and potential so that there is every chance that the student will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role as global citizens. These criteria must continue to be met throughout the student's time at the schools.

At Inspired Directions School our policy is to apply these criteria to all students and prospective students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any student or prospective student at a substantial disadvantage compared to any student who is not disadvantaged because of his or her disability.

Parents of prospective students are asked to provide essential information in respect of their children at the time of application. During the admissions process, the school may take such advice and require such assessments as it regards as appropriate. Subject to this, Inspired Directions School will be sensitive to any requests for confidentiality.

The school is diligent in its efforts to enhance the educational and cultural aspects of a student's development during and after their participation in the learning, social and leisure activities of the school. This is regulated through existing policies for Bullying; Equal Opportunities, Child Protection and Behaviour Codes of Conduct.

Actions

A) Education and Further Activities

Inspired Directions School will take all actions necessary to develop and have access to a number of SEN advisers, specialist teaching advisers and health professionals and will seek their advice in supplementing our own specialist staff.

B) School Environment

In planning and implementing improvements, building developments or site improvements, Inspired Directions School will take account of the needs of students, staff and visitors with physical difficulties and sensory impairment.

C) Information Services

The design and production of literature and information packs Inspired Directions School will ensure that such publications can be produced in an alternative format when requested or required.

An **Action Plan** will form part of the consideration of the following related policies or plans:

- Building and Site Development Plans
- Curriculum Policy
- School Development Plan
- SEN Policy
- Staff CPD plans

Points to be borne in mind in the implementation of SENDA

1. In the forming of plans for Open Days or other admissions related activities they should be held in accessible locations and with the opportunity for prospective disabled students or their parents to disclose in private the nature of the disability and to discuss their support requirements
2. A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the Head of School. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it
3. Staff should be made aware of the resources within the School that are available to them should they feel that a student requires additional assistance
4. It is helpful to plan for all teaching material to be prepared in electronic format so that it can be produced in alternative formats.
5. The needs of disabled students should be borne in mind in the planning and in curricula and consideration might be given to alternative forms of presentation and assessment.
6. Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual students.

Accessibility Plan

The plan will be reviewed at least every 3 years or more frequently where necessary to ensure that the school plans appropriately for students with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The school will take into account:

Physical Environment

Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor-coverings, signs and furniture.

Physical Aids

ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for students with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information

Timetables, textbooks, handouts and information about school events e.g. language, large text