

Policy and Guidance:	Date approved	November 2019
	Date for review	November 2020
	Special Education Needs & Disabilities (SEND) - 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

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

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 ILPs

3. Objectives

- Identify and provide for SEND students
- Work within the guidance provided 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
- For the school's Special Educational Needs Co-ordinator (SENDCo) to provide support and advice for all staff working with students that have additional needs

SEE **APPENDIX 1** FOR SEND CATEGORIES

4. Identification, Assessment and Review

Identification:

We assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Teachers, Learning Mentors and the school's SENDCo 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 student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

ILPs are used to record additional provision for students who require extra support or interventions in addition to those that are registered as SEND with an Education, Health & Care Plan.

Where it is decided to provide a student with SEND support, the parents must be formally notified. The teacher, SENDCo and the Senior Programme Manager 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.

Assessment:

Initial and regular assessment of a student's needs is carried out jointly by the teacher and the SENDCo.

An ILP records identified needs and type of support and intervention to meet those needs and to allow the student to make appropriate levels of progress.

The school will meet regularly with the student, their parents and any relevant support agencies to ensure that progress, attainment and the views and experiences of the student and parents are shared and evaluated. The School will take seriously any concerns raised by the student or parent concerning the amount, type and effectiveness of the support provided. 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, despite the school having taken relevant and purposeful action to identify, assess and meet the additional needs of the student and he or she has not made expected progress, the school or parents should consider requesting an **Education, Health and Care Needs Assessment** via the local authority.

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 and formalised Annual review calendar. 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 teacher, working with the SENDCo, 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, 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 Senior Programme Manager and Curriculum Coordinator
- Analysis of student tracking data
- Monitoring of procedures and practice by the SENDCo and SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

5. Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND 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 is discussed or agreed should be recorded and shared with the parents and teaching staff supporting the student in the same way as other SEND support.

6. Criteria for Exiting The SEN Register/Record

If it is felt that a student is 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, Senior Programme Manager, student and parents need to be taken into account, as well as that of any other professionals involved with the student. 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 continued to be monitored through the school's 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.

7. Supporting Students and Families

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

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. For students with medical conditions and any physical disabilities the school will comply with its duties under the Equality Act 2010.

9. 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 Senior Programme Manager, has a legal responsibility for determining the policy and provision for students with special educational needs and disabilities. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

10. 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 (which is kept locked) as well as held electronically via the schools data system. Any sharing of sensitive information concerning the student's EHCP will be sent to other agencies in a password-protected file. All relevant SEND records will be passed on to a student's next setting when he or she leaves Inspired Directions School.

11. 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.

12. 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 DfE document: 'Accessible Schools' issued in 2002

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

13. 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.