

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy is reviewed annually to ensure compliance with current regulations.

Approved / reviewed by:	
SLT body	
Date of last review:	September 2022
Date of next review:	September 2023

Special Educational Needs and Disability (SEND)

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 institution.

For further guidance, please use the link to the SEND Code of Practice below

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

The purpose of this SEND policy is to describe how Work Skills Learning (WSL) will:

- identify learners with additional needs
- make provision to meet additional needs and
- monitor and evaluate the progress of learners with additional needs

This policy should be read alongside the **Assessment Policy** which describes how WSL will implement procedures for assessment, identification and provision for young people with special needs and the **Admissions Policy** which outlines the categories of need and the severity of needs that we can cater for as an educational establishment.

NB: Young people will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught. See **WSL's EAL policy**

Overview

The SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January 2015.

The transitional arrangements to facilitate the transfer of those with statements to EHC plans, are set out in a statutory transitional order and accompanied by transitional guidance *Transition to the new 0 to 25 years special educational needs and disability system*.

Key principles

The COP reflects good practice in schools and colleges. The key principle that underpins the code is that SEND provision affects all staff – all teachers are teachers of SEN. Nasen advises schools and colleges to start with the question “Are we an inclusive community?”

The COP makes clear that in carrying out their functions under the Act in relation to disabled children and young people and those with SEND, local authorities must have regard to:

- the views, wishes and feelings of the child or young person, and the child’s parents
- the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The definitions of SEND remain the same but the code is clear that behavioural difficulties should not automatically lead to pupils being identified as having SEND and extends the definition to young people up to the age of 25.

There is a strong focus on progress, embedding a culture of high expectations for all as well as a greater focus on the views and decision making role of young people and parents and on a successful transition to adulthood.

Objectives for SEN Provision

All staff at WSL will do their best to meet the Special Educational Needs of all young people at WSL. This will be achieved by:

- Having high expectations
- Promoting a culture of inclusion, where learners with additional needs are supported to take a full role in society and to develop personal independence as far as is possible
- Admitting all young people to the WSL on the basis of WSL’s published admissions procedures and welcoming all young people with SEND who meet the criteria for admission.
- Using assessment to help clarify the nature of a need and to monitor progress.
- Offering young people access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Enabling teachers to make appropriate provision for all their young people through appropriate support, information and advice.
- Involving students in the decisions that relate to them, their education and support, as outlined above.
- Involving parents and carers as outlined above
- Having a graduated approach to meeting needs

- Keeping LAs updated on progress.

WSL will:

- Collate informative records and advice about young people with SEND and disseminate it effectively.
- Use the information gathered along with WSL's own assessments to create an aspirational programme of learning for young people.
- Develop a partnership between parents, young people and WSL, in which each has an active role to play in the education of young people with special needs.
- Monitor progress at least termly to ensure the young people are learning to the best of their abilities.
- Develop wide community involvement in special educational needs through multi-agency partnerships and other local initiatives to the benefit of young people.
- Conduct timely statutory reviews in line with the SEND Code of Practice and invite relevant others to contribute to the process.
- Produce informative plans, risk assessments, behaviour plans and IEP's for those young people with identified needs and monitor the targets outlined in these plans on a termly basis.

Differentiated teaching, performance management and professional development:

The code says the first response to pupils who have or may have SEND is high-quality, differentiated teaching. It advises schools and colleges to make the quality of teaching and progress for pupils with SEND, a core part of the performance management and professional development for all teaching and support staff and to build the identification of SEND into the overall approach to monitoring progress and development of all pupils. Schools and colleges should regularly review the quality of teaching for pupils at risk of underachievement and their teachers' understanding of strategies to identify and support SEN.

Progress: involving parents and pupils:

A teacher with a good understanding of the young person, supported by a suitably qualified specialist such as a SENCO, should meet parents at least termly to set clear goals, to review the progress made and identify the responsibilities of the parent, pupil and school. The code suggests that schools and colleges ensure that teachers are supported to manage these conversations as part of their professional development.

The role of the local authority and the local offer:

The local authority (LA) has a duty to coordinate a 'local offer' of all SEND services in the area and to provide information, advice and support, including information on the statutory assessment process.

0-25 Education, Health and Care (EHC) plans for young people with more complex needs

- EHC plans will replace statements and Learning Difficulty Assessments over three years. The legal test for an EHC plan remains the same as for a statement and there are new duties on education, health and social care to jointly plan and commission support.
- Parents and young people over 16 with an EHC plan can request a personal budget for part of their support; such provision to be specified in the EHC plan.
- Parents and young people over 16 can request a particular school or college to be named in the EHC plan. The LA must comply unless the institution is unsuitable or incompatible with the efficient education of others, or the efficient use of resources

All other young people with SEND have 'additional SEND needs'

As previously stated, The code outlines a 'graduated approach' formed of four actions (assess, plan, do, review), to ensure effective support through decisions that are revisited and refined. There should be a clear set of expected outcomes, which include academic and developmental targets, and provision should be accurately recorded. Teachers remain responsible for progress. If students at WSL make progress such that the EHCP is no longer required, it is likely they will have a supported transition to a mainstream school.

It is the goal of WSL, wherever possible, to manage successful reintegration into the mainstream for any learners who would benefit from it and to facilitate and assist this transition so that the learner can experience success.

Roles and responsibilities in relation to this policy area as follows:

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