

Unity Independent school

Special Educational Needs and Inclusion Policy

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND code of practice also accompanies this legislation.

More details about the reforms and the SEND code of practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) plan.

Mission Statement

This policy builds on Unity Independent Schools core values and ethos, namely, to provide equal opportunities for all young people to achieve and develop into positive young citizens. Our central belief is that every student will have the opportunity to reach their full potential and have their individual needs catered for.

We understand that all students are individual and given the right level of support and style of learning, a child can go on to be successful and achieve despite their previous negative experience or expectations of themselves.

The school is committed to inclusion. We aim to promote a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

1. Aims and objectives

Aims

- To ensure that all students have access to a broad and balanced curriculum in line with the Special Educational Needs and Disabilities Code of Practice.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure those students with additional needs and disabilities take as full a part as possible in all school activities.
- To ensure that parents of students with SEND are kept fully informed of their child's progress and attainment.
- To ensure that students with SEND are involved, where appropriate, in decisions affecting their future SEND provision.

Objectives

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from the student, parents, education, including feeder schools and other educational agencies where appropriate, health and care services prior to the child's entry into school
- **Monitor the progress of all students** in order to aid the identification and progress of students with SEND. Continuous monitoring using assessment and progress data of students with SEND by their subject teachers who will help to ensure that they are able to reach their full potential. In addition to this further monitoring will be carried out by the Head teacher, SENDCo and other teaching staff to support identification.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the Curriculum.** This will be co-ordinated by the SENDCo and school leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for using a graduated response.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information termly on the provisions for students within the school as a whole, and the effectiveness of the SEND policy.
- **Work with outside agencies** through a graduated response when the school alone cannot meet the students' needs.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means providing regular meetings between students and their form tutors and will be supported by carefully monitoring the progress and behaviour of all students. Student participation is a right. This will be reflected in decision-making.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing Unity Schools' provision for children with SEND is Israel Amponsah (Head teacher/SENDCo)
- The person responsible for co-ordinating the day to day provision of education for students with SEND is Adam Wilton (deputy SENDCo)

3. Arrangements for coordinating SEND provision

The SENDCO will hold all details of all SEND support records such as provision maps, student profiles or structured conversations and subject targets for individual students.

All staff can access:

- Unity Independent Schools SEND policy;
- A copy of the full SEND register;
- Guidance on identification in the Code of Practice (SEND support and students with Education, Health and Care Plans);
- Information on individual students' special educational needs, including action plans, targets set and copies of their student profiles;
- Practical advice, teaching strategies and information about types of special educational needs and disabilities;
- Information available through Stoke on Trent's SEND Local offer.

This information is produced in consultation with the student and parents and made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements, which will enable them to provide for the individual needs of all students.

A graduated approach:**Quality First Teaching**

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to ascertain their level of learning and possible difficulties.
- c) The child's teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) Students meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's school records. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove the barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo 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.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Information sharing will be done through the Student Profile.

Do

The subject teacher remains responsible for working with the child 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 subject teacher. They will work closely

with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and the SENDCo will provide weaknesses, problem solving and advising of the implementation of effective support.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENDCo will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent in consultation with school. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational Psychology and other relevant educational agencies
- Special Educational Needs Policy
- Social Care
- Health professionals

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by the referring school if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the Student's formal record and reviewed at least annually by staff, parents and the Student. The annual review enables provision for the Student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate the students with SEND alongside their peers in a classroom setting.

Inclusion of students with SEND

The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school will seek advice, as appropriate, around individual students, from external support services.

External Support agencies can include:

- Educational psychologists.
- Schools and Families Specialist Services.
- Medical staff, including School Nurse, GP, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy
- Health Related Education Team (HRET)
- Family Service
- Social Care

Complaints procedure

The schools complaints procedure is outlined in the School's Complaints Policy, which is available from the school office, on request.

We are always happy to talk to parents and to listen to any concerns they may have. We operate an 'open door policy' and can be contacted at anytime should a concern arise.

The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents and carers as required.

Working in partnerships with parents

Unity Independent school firmly believes that developing a close working relationship with parents is vital in order to ensure;

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents of students with SEND as valued partners in the process. Depending on age and appropriateness, students will also be encouraged to participate in the decision-making processes affecting them.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual Student's needs. The SENDCo may also signpost parents of students with SENDS to the local authority.

Israel Amponsah

Signed:

A handwritten signature in black ink, appearing to read 'Israel Amponsah', written over a horizontal line.

Date of review: 10th August 2020

Date of next review: 10th August 2021

