

SPECIAL EDUCATION NEEDS AND DISABILITIES (S.E.N.D) POLICY

Introduction

This policy has been developed in line with the 0-25 SEND Code of Practice 2015, which sets clear expectations on how schools deliver a whole-provision approach to SEND, with good quality teaching as a first response and a clear focus on outcomes. In addition, the policy has been written in response to the requirements of **Part 3 of the Children and Families Act 2014**, the Special Educational Needs and Disability Regulations 2014, and the Equality Act 2010.

This policy should also be read in conjunction with the following policies: Wellbeing Policy, Preventing Bullying and Promoting, Assessment Policy, Equality & Diversity Policy, Anti-Bullying Policy, Safeguarding Policy, Curriculum Policy, Complaints Policy, and Accessibility Policy.

Vibrance's ethos is 'Empowering Minds, Enriching Lives' to support and challenge all learners to reach their potential. Vibrance embraces the ethos that children and young people with special educational needs and disabilities should not be treated less favourably than any other child or young person. The provision endeavours to ensure all learners within its setting get the proper support they need and make a positive transition in terms of opportunities, be it going to college, apprenticeship, employment and or independent or semi-independent living; hence, they achieve their personal goals.

Our core values help:

Vibrance values are to:

Inspire

Be tolerant and honest

Respect

Aspire

Nurture and be neighbourly

Create and have confidence

Enjoy

At Vibrance, we offer an inclusive curriculum to ensure the best possible development for all our learners, whatever their needs and abilities. The provision seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All learners with SEND are valued, respected, and appreciated provision members.

What Is Send

A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision. Children and young people who have SEND may also have a disability under the Equality Act 2010. Where SEND and disability legislation cover a child or young person, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

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“Special educational needs (SEND) that affect a child’s ability to learn can include their behaviour or ability to socialise, e.g., not being able to make friends reading and writing, e.g., they have dyslexia; ability to understand things; concentration levels, e.g., they have attention deficit hyperactivity disorder; physical needs or impairments.

Source: Schools Guide the 0-25 SEND Code of Practice

What Determines If A Child Or Young Person Has Special Educational Needs?

Children and Families Act 2014 - Section 20 outlines the above as follows:

1. A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provisions.
2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
3. Has a significantly greater difficulty in learning than most others of the same age or
4. Has a disability which prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions?

What Are Special Education Needs?

A child or young person has special educational needs (SEND) if they need extra support because they find it more challenging to learn than most other children or young people of the same age.

Examples of special educational needs include:

- Speech, language and communication needs
- Behavioural, emotional and social difficulties
- Autistic spectrum conditions
- Specific learning difficulties, such as Dyslexia and Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate learning difficulties
- Profound and multiple learning difficulties
- Multi-sensory impairment

What Do We Mean by Disability

A child or young person has a disability if they have a physical or mental impairment that substantially affects their ability to carry out normal day-to-day activities.

Children and young people with the most complex needs will require specialist services. They will require support with their health, education or physical, intellectual, emotional, social or behavioural development due to disabilities, including:

- Multiple and complex health needs or chronic illness

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- Sensory impairment such as hearing loss, visual impairment
- A significant and long-term learning difficulty
- A physical disability
- Autistic spectrum disorder
- A severe communication disorder, or
- A significant preschool developmental delay

The Types of Educational Needs Vibrance As A Provision Accommodates

Vibrance is an alternative provision that educates young people between 11 and 16. The provision has invested in different types of resources to support young people with Autism, ADHC, SEMH, and Special Educational Needs and Disabilities, including Wellbeing support and literacy and numeracy interventions.

It is important to note that where the provision is unfamiliar with a particular need, staff will attend appropriate training courses to meet those requirements in line with the Local Authority contracted agreement/staff development.

Section 13 of the Children and Families Act 2014 stipulates that 'The parents of children with statements of SEND currently have [a right] to express a preference for the provision they wish their child to attend and those young people in education and training (including further education.) Therefore, it is crucial that the teaching offered by Vibrance is of high quality, adapted, scaffolded, and personalised, and will meet the individual needs of our learners with SEND to all learners as well on roll at the provision.

It is paramount that Vibrance understands its statutory duties and responsibilities under the reforms in the Children and Families Act 2014 concerning children in their care who have or may have special educational needs or disabilities (SEND).

Therefore, all teachers, the strategic role of SENDCO, the leadership team and Headteachers must embrace SEND as a central part of Vibrance's robust systems and procedures to meet the needs of all young people with SEND.

Vibrance Provision Arrangements - SEND

Vibrance will ensure that it delivers a high-quality level of teaching that incorporates adaptation and a personalised curriculum that will meet the individual needs of most provision-going learners. Some learners require different educational support and may need external intervention from multi-agencies and other educational providers.

How Will We Embrace S.E.N.D?

The staff at Vibrance recognise and embrace that all of our learners have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a joyful, peaceful, exciting, and positive educational environment

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where all learners can develop and maximise their full potential and become confident, independent, assertive individuals.

Part 3 of the Children and Families Act 2014 - Section 19 of the Act sets out the general principles that local authorities must regard when supporting children with disabilities and young people and those with SEND under Part 3 of the Act. Local authorities must pay particular attention to:

- The views, wishes and feelings of children, their parents, and young people.
- The importance of them participating as fully as possible in decision-making and providing the information and support to enable them to do so;
- supporting children and young people's development and helping them to achieve the best possible educational and other outcomes.

Vibrance aims to:

- Ensure that our curriculum is receptive to all of our learners, whatever their individual needs.
- Promote positive attitudes, individual confidence and self-esteem, ensuring that all our learners experience success and reach their potential.
- Ensured learners were assessed early, planned for, maintained records and frequently reviewed pupils' 'Special Educational Needs' (*Assess, Plan, Maintain, Review.*)
- Encourage and ensure parent(s)/guardian(s)/ Carer(s) are actively involved in planning and supporting at all stages of their child's educational and personal development.
- Make effective use of multi-agency and support services.
- Implement the SMART process - **S**pecific, **M**easurable, **A**chievable, **R**elevant, and within a **T**ime Scale—to meet the learner (s) personal needs.
- To consider the wishes of the learner(s) and to place them at the heart of their learning journey wherever possible.

Responsibility

Headteacher

The Headteacher is responsible for managing provision for the learner(s) with 'Special Educational Needs'.

The headteacher has legal responsibility for overseeing all aspects of the provision's work, including provision for learners with special educational needs. They should ensure that the necessary provision is made for any learner who has special educational needs. They should determine the provision's general policy and approach to provision for children with special educational needs and ensure the appropriate staffing and funding are available to fulfil arrangements in this fundamental aspect of the provision.

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SENDCo

The Children and Families Act 2014 Section 67 requires schools to have a SEND Coordinator (SENDCO) and to ensure that SENDCOs have qualifications and experience - the Special Educational Needs Coordinator (Catherine Brown). As the SENDCO, she works closely with all staff, parent(s), guardian(s) and carer(s), as well as multi-agency provisions as appropriate to ensure the most paramount support for the pupil(s) with 'Special Educational Needs' is acknowledged and dealt with effectively.

SENDCo Areas of Responsibility:

- To oversee the day-to-day operation of the provision's SEND policy, coordinating provision for learner(s) with SEND.
- Ensure an early intervention with the involvement of parents, guardian(s) and carer(s) concerning SEND issues.
- Assisting in identifying learner(s) with 'Special Educational Needs' and bringing this to the attention of the Headteacher, Teaching Staff and other team members as appropriate.
- Assessing to identify learner(s) with 'Special Educational Needs', assessing, planning to maintain their progress per the provision's SEND policy.
- Working closely with the Designated Teacher for Looked-After Children (LAC) and advising on the costs of resources in accordance with the allocated budget will assist in meeting the pupil(s) needs efficiently and effectively.
- To work with other schools, educational psychologists, School nurses, Health Care Professionals and independent or voluntary organisations as and when required.
- Being a focal point with external agencies, especially the local authority, including SENAR and key support agencies.
- To liaise with potential educational providers to ensure learner(s), parent(s), and guardian(s) are informed about further options and to ensure a smooth transition is planned for the SEND pupil(s.)

Teaching Staff

Staff are involved in developing the provision's SEND policy and implementing the procedures for identifying, assessing, and making provisions for pupils with SEND, including planning for differentiation and adaptation. The identification of SEND is built into the overall approach to monitoring the progress and development of learners. Staff are responsible for working with learners daily and closely monitoring learners involved in interventions away from the main class. Staff work closely with each other to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. "Every teacher is a teacher of SEND".

Specialist Provision and Facilities

For any learner referred to Vibrance with 'Special Education Needs', the

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Headteacher / SENDCo will discuss with the parent(s)/guardian(s)/ Carer(s) as part of the referral process. In the interim, once the referral has been considered, the previous provision and support agencies are contacted as appropriate to acquire additional information. The teaching team members are SEND trained and are responsible for teaching learners (s) with learning difficulties/disabilities. Should any specialist advice and support be required, this will be arranged.

Vibrance has facilities such as wheelchair access and accessible toilets. If a learner(s) joins the provision with a disability, the SENDCo and staff ensure that all appropriate team members are informed about effective management and teaching strategies and that other learners are informed as appropriate.

Vibrance seeks advice from outside agencies wherever possible on how best to provide for the child's needs, and this advice is accessible to the adults working with the child through the learner files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the children's needs to ensure that the provision made and support given to pupils are appropriate and effective.

The training needs of the staff are reviewed as part of the CPD process in provision.

Managing And Co-Ordinating The Provision

A fundamental aspect is to ensure team briefs are undertaken to update teachers and mentors appropriately on any surfacing issues. The latter will assist in raising achievement and hence identify additional support that may be required to enhance the learner('s) learning ability. Special Educational Needs are an integral part of Vibrance.

Vibrance, Provision Development Plan. The SENDCo will identify with the SDP to chart any planned intervention to meet SEND requirements. In addition, the SENDCo will meet regularly with staff to review progress, give advice, and monitor the provision of support throughout the provision. The latter depends on the Special Needs requirements, and this placement may change as the needs of the learner change. There is an opportunity for informal daily contact between staff to discuss concerns.

The parent (s), guardian (s), and carer (s) are always kept informed by staff and are thus encouraged to be involved in supporting their child's education whenever possible. The SENDCo also communicates with Parent(s), Guardian(s), Carer(s), and pupils with Education, Health, and Care Plans have a regular review with the SENDCo. To ensure that all is well throughout the

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provision week on a Friday, the SEND learner will have a tutorial with their Keyworker and the SENDCo in line with the Individual Development Plan.

Admission Arrangements

Vibrance strives to provide a fully inclusive service. It acknowledges the range of issues to be considered in the development process. All learners, including those with special educational needs, are welcome by the LA Admissions Policy. According to the Education Act 1996 (Section 316), the provision will admit a child with an Education, Health and Care Plan (EHCP) subject to their parent's wishes unless this is incompatible with the efficient education of other children, and there are no reasonable steps to be taken to prevent the incompatibility.

To ensure that the learner(s) with SEND are in the right provision, e.g., Vibrance, they will undertake a **six-week** transition period. This will involve baseline assessments, personalised or bespoke curriculum if required, and one-on-one support. The provision will maintain its communication with the local authority and parent(s), guardian(s), and carer(s).

Learning Strategies For learners(s) With Special Educational Needs/EHCP Plans

Staff Members are qualified and have experience working in the Special Educational Needs area outlined below.

Social-emotional and mental health

- Set tasks that are achievable and give regular feedback on progress.
- Allow opportunities for learners to take on responsibility and give praise when achieved.
- Discuss with the learner the type of reward that encourages them, e.g., a certificate or star award, and ensure these are implemented.
- Good interaction with parents, carers and multi-agency workers.
- Wellbeing sessions where appropriate
- Emotional literacy is embedded in the wider curriculum and during tutor times.

Attention Deficit Condition (ADC) and Attention Deficit Hyper Activity Condition (ADHC)

- Staff will use work plans, tick lists, etc., to remind the pupils of what tasks must be achieved.
- Establish clearly defined boundaries for behaviour, rules and self-monitoring for completed tasks.
- Build into the curriculum for learning social integration and anger management.
- Ensure instructions are short, precise, and favourably so the

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learners can work within set routines and rules. (chunking information)

Autism

- Use explicit teaching, pre-teaching and chunking information
- Keep language simple.
- Give pupils time to process what is being said and clarify their understanding.
- Explain changes in advance to minimise anxiety.
- Use picture symbols, i.e., Makaton, Photos and Social Stories, wherever possible to enhance learning.
- Provide a clear structure so that the pupil knows what is expected.
- Identify what environmental factors can trigger episodes of agitation and anxiety, such as noise, smells, crowded places, and so on.
- Liaise with all those involved in the learners' intervention, i.e., parents, carers, and specialists, to ensure consistency in managing educational and development plans.

Learning Difficulties

Vibrance will do all that is practically possible to detect and deal appropriately with a learning difficulty which amounts to a "Special Educational Need." The staff, however, are not qualified to diagnose specific learning difficulties such as dyslexia, i.e., impairment of the ability to recognise and comprehend written words, dysphasia, i.e., causing issues with coordination, e.g., writing, or other learning difficulties. The Head of Curriculum and Education will ensure she acquires specialist help for learners with Dyslexia and other disabilities in learning. Vibrance utilises Nottinghamshire's whole provision approach to identifying traits of Dyslexia as a screening tool. Please note that this is to identify traits, not an official diagnosis.

Safeguarding And Child Protection

At Vibrance, our priority is the learner(s) welfare. Therefore, there may be occasions when our concern about a learner(s) means that we must consult other agencies before contacting the parent. The procedures we follow have been laid down by the '**Nottinghamshire Children's Safeguarding Partnership**' - "*which works with Birmingham Children's Trust and Birmingham City Council to protect the city's most vulnerable children. It works with agencies that work with children, their families, and communities to encourage a shared sense of responsibility and to keep children safe from harm.*" **If you want to know more about this procedure, please contact the Headteacher.**

Resources

Vibrance has many laptops **[some will be equipped with specialist software for pupils with literacy problems.]** There is also an open-access computer suite

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on site that pupils can use. Specialist software for visually impaired pupils will also be made available. Vibrance will also explore companies such as:

- <http://www.friendshipcircle.org/blog/category/special-education/>
- <http://www.makaton.org/shop/shopping/browseStore/17462744>
- <http://uk.ixl.com/math/year-11/square-roots>
- <http://www.tes.co.uk/teaching-resource/Literacy-SoW-for-Special-Needs-pupils-6034054/>

The provision will make reasonable adjustments to aid the prospective or existing learner/staff member. For example:

- Allocating a classroom on the ground floor
- Specialist seating or any other relevant classroom resources to aid and develop learning.
- The kitchen on the ground floor will be equipped with specialist equipment for learners who use wheelchairs.
- There will also be a dedicated Mini-com telephone number for use by Hearing-impaired pupils and staff as needed.

Physical Access

- Parents, Guardians, and Carers should know that the provision site covers a relatively wide area. Where necessary, learner (s) will move around the building, and extra handrails will be fitted as required.
- The building where the provision is located complies with current regulations.

Welfare Awareness

- Staff and learners are to be made aware of disability, understand its effects, and accept and support disabled learners as part of Provision life.
- Appropriate staff input will be provided regularly to enhance our understanding of disability, the need to make reasonable adjustments in compliance with our legal duties, and the improvement of our educational provision.
- The provision's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Wellbeing and Student and Staff handbooks will be updated to reflect inclusiveness and the difficulties disabled students face, thereby improving understanding and integration.
- The provision will agree with parents on appropriate regular means of communication concerning the student's progress, well-being/behaviour issues and the effects of any medication.

Education

- SLT/SENDCo will continue to inform staff about learners with Disabilities or Special Educational Needs.

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- Staff will continue to be informed of strategies to make “reasonable adjustments” within the classroom so that learners with disabilities are not substantially disadvantaged in accessing the curriculum.
- Staff must adapt their teaching to all learners’ learning styles according to their abilities and needs. Such adaptation should be reflected in Student profiles/ information pages, LearnTrek and Schemes of Work.
- Implementing reasonable adjustments to classroom management, teaching, and expectations should not prejudice the progress of other learners or their Health and Safety.
- The provision provides auxiliary support such as a key person and will supply other auxiliary aids, e.g., laptops or hearing loops, as and when required.
- The provision will ensure that learners with disabilities are fully entitled to outside visits/activities, including Forest Provision.
- This will be reflected in adaptations to travel plans, risk assessments, learner-to-adult ratios, and notification to place of visit and pre-visit to the site if appropriate (*See Safeguarding and Child-Protection Policy*)
- Children requiring specific work to improve mobility can access additional sessions for gross/fine motor skills.
- The SEND Team will ensure that disabled learners(s) can access suitable furniture, classroom adaptations, aids, and resources (laptops, pens, scissors, etc.)
- The provision may take such advice and require such assessments, e.g., an Educational Psychologist’s report and recommendations, as appropriate, in assessing any learner.
- The provision follows Department for Children, Schools, and Families (DSCF) guidelines and procedures to enable all children with disabilities to have equal access to national assessments.
- Learners (s)/staff have access to outside agencies that will support and advise them regularly.

Conclusion

The provision desires to enrich the lives of all our learners by pursuing an inclusive policy that reflects the diversity of our community and our provision values. In addition, the provision places equal importance on ensuring that the disability of another impairs no learners’ education and progress.

Vibrance strives to ensure that the culture and ethos of the provision are such that, regardless of the abilities and needs of learners, employees, and members of the provision community, everyone is equally valued and thus treats one another with respect. Learners can experience, understand, value, and embrace diversity.

The SEND Coordinator (SENDSCO) plays a crucial role in determining the strategic development of the SEND policy and provision to raise the achievement of children with SEND. The SENDSCO takes day-to-day responsibility

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for operating the SEND policy and coordinating the provision for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCO also provides related professional guidance to colleagues to secure high-quality teaching for children with SEND.

The SENDCO, with support colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching by analysing and assessing learners' needs by monitoring the quality of education and standards of learners' achievements and setting targets for improvement. The SENDCO should collaborate with curriculum coordinators so that the learning for all children is given equal priority and available resources are used to maximum effect.

Section 2: The role of the SENDCO for more details.

- To facilitate the needs of SEND children entering the provision, the SENDCO will liaise with pertinent outside agencies, parents, and previous educational providers to ensure that the pupil's needs can be addressed upon admission.
- The provision ensures that money allocated through 'Pupil Premium' and the audit system for SEND children is used solely to benefit them and provide resources and support. The provision has ongoing systems to identify learners who may need extra support.
- Through liaising with outside agencies, suitable financial support will be sought for learners with disability and special educational needs.
- To achieve our aims, the provision has produced this Disability/Accessibility Policy.

The provision community will: -

- Review the provision's Disability Policy and Accessibility Plan at least every three years.
- Make recommendations to improve the accessibility of its education to learners or prospective learners with disabilities by means of reasonable adjustments.

Complaints Procedure

Vibrance 'Complaints Procedure' entitles every learner with a complaint to have that complaint dealt with, if necessary, by a senior staff member, i.e. Head Teacher or teacher, who will deal with any complaint from a pupil with a disability. (See *Complaints Policy for detailed procedure*)

Review And Evaluation

Parents/guardians, staff, and learners contact each other regularly, both formally and informally, to plan outcomes, revise provisions, and celebrate success.

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

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- Monitoring of classroom practice by SENDCo and subject teachers
- Analysis of learner tracking data and test results for individual learners and for year groups
- Value-added data for Learners on the SEND register
- Provision self-evaluation
- Monitoring the quality of student profiles and personal development progression plans and reviewing meetings.
- The Provision Improvement Plan