



# SEND policy

<b>Approved by:</b>	Mark Winston, Headteacher	<b>Date:</b> 1 <sup>st</sup> September 2021
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<b>Reviewed by:</b>	Mark Winston	
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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

#### **Vision:**

The vision of the New Skill Centre is to provide the best opportunity for all pupils and students to thrive, enabling the young person to demonstrate academic, personal, social and emotional progress to help reach their potential.

Underpinning this vision is the emphasis and value that we place on building positive, supportive and trustworthy relationships with the young person and all the individuals who are involved with supporting the young person i.e. family members, carers, professionals.

At all times, we strive to enable pupils and students to achieve their highest levels academically whilst developing social skills and emotional independence.

### **Our Aims:**

- Ensure that pupils are at the centre of curriculum decisions, putting their needs above that of the school.
- Provide an educational experience to meet the needs of all our pupils and our local area.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a school that offers the best in learning and teaching.
- Be committed to excellence and continuous improvement.
- Provide vocational and academic courses which meet the needs of pupils and prepare pupils with the skills required for local employment sectors.
- Nurture the talents of all and celebrate success.
- Work closely with home schools and other educational providers to ease transition.
- Collaborate closely with parents/carers.
- Provide equal opportunities for all pupils regardless of gender, aptitude, cultural, ethnic or religious background.
- Offer a broad and balanced curriculum to all pupils.
- Prepare pupils for further study, the world of work and to become active citizens.
- Develop positive personal and social values.
- Provide a variety of activities which bring about effective learning.
- Provide continuity and progression from the point of referral to the time of leaving school.
- Embed in pupils, fundamental British Values and Social, Moral, Spiritual and Cultural purpose.

## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Note In this policy pupils denotes a young person who is of secondary school age. Student denotes a young person attending our post 16 provision. Young people or person is used as a term to encompass all year groups.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs Kim Charlesworth

They will:

- Work with the Head teacher and propriety to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils and students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all pupils and students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### **4.2 The Proprietor**

Mrs Jo Kerley will:

- Monitor the quality and effectiveness of SEN and disability provision within the school.
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **4.3 The Head teacher**

Mr Mark Winston will:

- Work with the SENCO and Proprietor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Subject teachers**

Each subject teacher is responsible for:

- The progress and development of every student or pupil in their class.
- Providing high quality teaching that meets the needs of all students and pupils.
- Working closely with any teaching assistants, tutors, home school teachers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress, complete the IEP's monthly and decide on any changes to provision.
- Ensuring they follow this SEN policy.

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school provides a safe, nurturing environment for young people unable to currently have their needs met through mainstream education. As an Independent school for young people with identified Special Education Needs we support young people with the four broad areas of need:

- Communication and interaction, for example, Autistic spectrum disorders (ASD), Pathological demand avoidance (PDA), Speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Anxiety, Depression, Attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

And some pupils and students may have.

- Moderate and multiple learning difficulties

All sole roll pupils and students have an EHCP although we do accept dual roll pupils from mainstream settings who are or will be undergoing assessment.

#### **5.2 Assessing pupil and student needs on entry**

We rigorously assess each students and pupil's current skills and levels of attainment on entry, ensuring we identify gaps in learning. We collect progress data and reports from previous settings to further enhance our understanding of strength and needs.

For dual placement pupils we liaise with home schools to understand how we can best support pupils collaboratively. Where possible we visit homeschool settings to observe the pupil in a homeschool class and to gain as much information as possible to support the young person.

The SENCO and Subject teachers will use the data and information gathered to ensure they set aspirational targets for all pupils and students, which will enable them to reach outcomes outlined in their EHCP and to achieve qualifications in line with their ability. The subject teachers will make regular assessments of progress for pupils and students and identify those whose rate of progress

- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This will include progress in areas other than attainment, for example, social needs.

See also Admissions Policy and Procedures

### **5.3 Consulting and involving pupils and parents**

Working in a pupil-centred way is a core principle at New Skill Centre. This starts during the transition phase when we will meet to discuss with the young person and their parents/carers. This early meeting will ensure

- Everyone develops a good understanding of the young person's areas of strength and difficulties.
- We listen and take into account the parents' or carers' views and concerns.
- We listen and take into account the young person's views and concerns.
- Everyone understands the agreed outcomes sought for the young person.
- Everyone understands how best to support the young person.
- Everyone is clear on what the next steps are.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Subject teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw upon:

- Teacher and SENCO's assessments and experience of the pupil.
- Their previous progress and attainment or behaviours communicated
- The views and experience of parents /carers
- The young person's wishes and views
- Advice from external support services, if relevant

We assess progress regularly. We review each term in addition to the annual review. This leads to co - constructed plans with young people and parents/ carers.

All teachers and support staff who work with the young person will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the young person's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil or student is moving to. We will agree with parents and young people which information will be shared as part of this.

To support transition, we:

- Arrange timely EHCP meetings so young people and parents/carers can express their preference early and so enable transition process to take place.
- We support young people through discussions leading to the completion or review of the Moving into adulthood plans
- We support young people to apply online for Post 16 providers.
- We visit local post 16 providers including the Support Centre.
- We welcome teachers from their next setting to visit them at NSC
- We will support a young person to visit a new school setting,

Our curriculum supports young people to become increasingly independent and prepare for adulthood.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all young people in their class. We provide high-quality teaching which is well differentiated to meet individual needs. Each young person will experience small group sizes within classes with a high staff to student ratio. At times a young person may require additional support to progress. This may be achieved through one to one learning with a teacher, tutor or teaching assistant.

We will also provide the following interventions:

- Thrive, individual or as a group
- Drawing and Talking
- Lego therapy
- Catch up literacy
- Dyslexia Gold

### **5.7 Adaptations to the curriculum and learning environment**

We will make adaptations and reasonable adjustments to ensure all pupils' needs are met:

- Differentiating and personalizing our curriculum to ensure all students and pupils are able to access it, for example, by linking to personal interests, groupings, one to one learning, levels of support in class, teaching styles, content of the lesson, etc.
- Adapting our resources to engage each young person
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Through reasonable adjustments to ensure the sensory and physical needs of our young people are met.

### **5.8 Additional support for learning**

We have staff trained to deliver a range of interventions including:

Thrive,

Drawing and Talking

Lego therapy

Catch up literacy

Dyslexia Gold

We work with external agencies identified in the young person's EHCP to ensure all identified needs are met.

### **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions in a 6 weekly cycle.
- Using pupil surveys
- Using parental surveys
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

### **5.10 Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the Head teacher and SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions



- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.11 Contact details for raising concerns**

Mr Mark Winston Head teacher 01473 290276 ext 2

Mrs Kim Charlesworth Deputy Head teacher and SENCO 01473 290276 ext 2

### **5.12 The local authority local offer**

Our local authority's local offer is published here: [Suffolk SEND Local Offer | Community Directory](#)  
[Suffolk SEND Local Offer | Community Directory](#)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Kim Charlesworth **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Head teacher

## **7. Links with other policies and documents**

This policy links to our policies on

- Admission policy and procedure
- Complaints policy
- Curriculum policy
- Careers policy
- Medicines policy
- Mental Health and Wellbeing policy