



YOUNG WOMEN'S HUB

Educate. Nurture. Inspire.

SEN Policy

August 2021

Young Women's Hub
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Updated August 2021
To be reviewed August 2022

Introduction

The Department for Education (DFE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code.

The Code of Practice was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014.

Special Educational Needs (SEN) Definition from SEN Code of Practice p15

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;
- Has a significantly greater difficulty in learning than many 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.

This policy outlines YWH's pledge and expectations for the provision of special educational needs and disability in our school.

Vision

Our vision is to significantly improve the quality of learning and life experiences of students in all our school, particularly those students who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their need or disability.

Aim

We at The Young Women's Hub are committed to meeting the special educational needs of the students and ensuring that they make satisfactory progress in their academic studies.

We promote a fundamental belief in the equality of opportunity in the classroom and throughout the school (for more information, please see our Equalities Policy).

All reasonable adjustments for SEN students will be made, so that they are fully included into the life and curriculum of our school community.

School Aim's

- All our students have an entitlement to receive quality first teaching so that all students make good progress and realise their full potential.
- The school will offer a varied curriculum that will be accessible to all abilities and needs.
- The school will work in partnership with parents, carers and students in developing those abilities and meeting the requirements.
- To identify students with a special educational need or disability as early as possible and ensure their needs are met/supported.
- To make sure all tutors and other adults can meet the needs of all students by providing relevant and up-to-date training when available.
- Reasonable adjustments will be made to support any student with a protected characteristic, to realize their full potential.

Admissions

Students with special educational needs will be admitted to the Young Women's Hub in line with the school's admissions' policy.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

The school will use their induction meetings to work closely with parents/carers to ascertain whether a student has been identified as having special educational needs.

If the school is alerted to the fact that a student may have a difficulty in learning, they will make their best endeavours to collect all applicable information and plan a relevant differentiated curriculum.

Roles and responsibilities

The governing body will identify a governor to have oversight of the special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The head of school is the school's "responsible person" and manages the school's special educational needs work.

The head of school will keep the governing body informed about the special educational needs provision made by the school.

The head of school will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The head of school will identify areas for development in special educational needs and contribute to the school's development plan.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for students with special educational needs and will monitor their progress.

All tutors have responsibility for areas of the curriculum and will review and monitor the progress made by students in their subject area and the effectiveness of resources and other curriculum material.

The school expects the head of school to be responsible for SEND to:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning;
- Determine the use of financial resources, and staffing levels
- Ensure staff development, in-service planning for governors, teachers and teaching assistants;
- Monitor data analysis regarding SEND provision, against performance management targets and report back to governors;
- Ensure a consistent 'whole school' approach to special needs and disability
- Ensure parents, careers and students are fully involved in the decision-making process about their child's education;

- Ensure high quality teaching is differentiated and personalised to meet the needs of most students;
- Monitor the quality of teaching, impact of interventions and standards of student's achievements;
- Support all staff in the identification, assessment, planning and evaluation process;
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff and governors at least termly)
- Review, at least annually, the school information report which outlines the support and provision available in school for students identified with special educational needs or disability
- Present an annual SEN report to governors
- Seek advice and support from other agencies
- Ensuring SEND students partake in a full range of activities, including participating in examinations with support and in addition to the curriculum

The school expects Governors to:

- Appoint; a governor to support and challenge provision and impact of provision for SEND students, particularly those students eligible for student premium and on SEND register and report back to the full governing body (where possible)
- Have regard for the Code of Practice in all decisions
- Agree the school's offer for students with special educational needs and disability (to be published on the school's website)
- To regularly monitor the performance of students with special educational needs or a disability
- Have in place arrangements for dealing with complaints from parents/carers with SEND student's

The school expects tutors to:

- Take responsibility for the needs of all the students.
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs;
- Plan for the needs of all students
- Lead reviews of progress including consulting and planning with parents/carers
- Meet termly with the head of school to monitor the progress of students with a special educational need or disability and act upon the findings to reduce the gaps in learning;

The school expects parents and carers to:

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the school
- Fulfil their obligations under home-school agreement which sets out expectations of all parties
- Take heed of a school's information report which outlines the support available within school.

Resources

The head of school will use the student's statement/EHP to identify the areas of need and make appropriate provision.

Time will be identified for staff to review student progress, discuss student curriculum needs and to transfer information between tutors.

The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training. For example, CPD for all staff

Identification of SEND

When considering whether a student has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support program
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Have a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Identification, Assessment and Reviews SEN provision

On entry to the school, every student's ability will be assessed through the completion of baseline assessments in literacy and numeracy.

For students with identified SEN, the head of school, tutors and support staff will:

- Use information from the Primary/Secondary school to shape the student's curriculum and support in the first few months (if available)
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments; provide regular feedback on achievements/experiences, to plan next steps in learning
- Involve students in planning/agreeing their own targets
- Involve parents/carers in a joint home-school learning approach.

Monitoring student Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between student and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than many peers?
- Equals or improves upon the student's previous rate of progress.
- Ensures full curricular access.

- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the student's behaviour.
- Is likely to lead to further education, training, or employment.

Where teachers decide that a student's learning is unsatisfactory, the head of school is the first to be consulted. The head of school and teacher will review the approaches adopted. Where support, additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment from the LEA and or the feeder school.

Each of these intervention programmes are detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a statutory assessment.

The main methods of provision made by the school are:

- Education in smaller, quieter classes, with additional help and support by tutors through a differentiated curriculum
- Periods of withdrawal to work on an intervention.
- In-class support with adult assistance where possible.

Record-keeping

The school will record the steps taken to meet student's individual needs. Records will be maintained and will be available to be accessed by appropriate staff. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Students own perceptions of difficulties (if known)
- Information from health/social services
- Information from other agencies

General Learning Difficulties

The SEN Code of Practice defines adequate progress for students with "General Learning Difficulties" as that which:

- Narrows the attainment gap between student and peers.
- Prevents the attainment gap widening.
- Is on a par with students starting from similar base line but less than most of peers.
- Equals or improves upon the student's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to students and parents.
- Is likely to result in accreditation in F.E., training, and/or employment.
- Is likely to result in usable levels of skills.

Teaching SEN students is a whole-school responsibility.

The core of a tutor's work involves a continuous cycle of planning, teaching, and assessing, considering the differences in abilities, aptitudes, and interests of the students.

Some students may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting student's needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus as described below.

SEN Support

SEN Support is characterised by interventions that are different from, or additional to, the normal differentiated curriculum.

School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents/carers, that a student requires additional support to make progress, the Head of School, in collaboration with tutors, will support the assessment of the student and have an input in planning future support.

The subject tutor will remain responsible for planning and delivering individualised programmes.

The head of school in collaboration with the subject tutor will decide the action required to help the student progress.

Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student.
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LEA support services for advice on strategies, equipment, or staff training.

School action Plus

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the head of school after full consultation with parents/carers. External support services will advise on targets for an IEP and provide specialist inputs to the support process.

Individual Development Plans

Strategies for student's progress will be recorded in IDP (Individual Development Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made.
- Date for review

- Success and/or exit criteria.

The IDP will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on two or three individual targets that closely match the students' needs. The IDPs will be discussed with the student and the parent/carer. IDP's will be reviewed appropriately.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to have trouble in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to student records to understand the strategies employed to date, and the targets set and achieved.

The specialist may be asked to provide further assessments and advice, and possibly work directly with the student.

Parental consent will be sought for any additional information required.

Request for statutory assessment

The school may request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEN support, the student remains a significant cause for concern.

A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- The action followed with respect to SEN Support
- The student's IDP
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and relevant medical history
- FFT predications & teacher assessments
- N.C. levels
- Literacy and numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a statutory Assessment, the LEA considers the child requires provision in addition to the extensive support already provided by the school. However, the school recognises that a request for a statutory assessment does not inevitably lead to a statement.

A statement will include details of learning objectives for the child.

These are used to develop targets that are:

- Matched to the longer-term objectives set in the statement.
- Of shorter term
- Established through parental/student consultation.
- Set out in a student-centred plan!
- Implemented in the classroom.
- Delivered by the subject teacher with appropriate additional support where specified.

Reviews of Statements/EHP

Statements must be reviewed annually.

The LEA will inform the head of school at the beginning of each school term of the student's requiring reviews. The head of school will organise these reviews and invite:

- The student's parents.
- The student if appropriate
- The relevant tutors
- A representative of the LEA
- Any other person the LEA considers appropriate.
- Any other person the head of school considers appropriate.

The aim of the review will be to:

- Assess the student's progress.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing statement in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year 9 reviews which will be significant in preparing for the student's transition to employment, further education, work-based training, higher education, and adult life.
- The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a statement of SEN.

Signed - Head of School

P. Wood

Signed - Chair

Gina Deane

