

SPECIAL EDUCATIONAL NEEDS & DISABILITY



Rachel Hart
Stacey Hickey

STRIVE IA
Approved
July 2024

Review Date
July 2025



Contents

1. Rationale
2. Aims
3. What are Special Educational Needs or Disabilities?
4. Identification & Assessment
5. Teaching & Support for learners with SEN
6. Other bodies with whom we work
7. Our approach to supporting needs
8. Complaints



1. Rationale

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (January 2015) and has been written with reference in addition to the following guidance and documents:

- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- Safeguarding and Child protection Policy
- Accessibility Plan as required within schools
- Teachers Standards

2. Aims

To work with staff and parents to identify the needs of pupils at Strive IA in order to ensure they are appropriately supported to reach their potential, and barriers to learning are overcome. As appropriate, where a pupil's SEN is financially supported by their Local Authority work as required under local offer arrangements. As appropriate, work even more carefully in partnership with parents /carers in supporting their child's education and offer guidance and support as appropriate.

- We will provide an outstanding education for the young people in our community, and those who come to us from beyond, in order to transform their life chances.
- We will aim to work with a range of stakeholders, partners and collaborators to be efficient in our use of resources to the benefit of our students.
- We will give our students, the voice, skills and self-confidence to learn throughout their lives and to make a difference to their community.
- Through this policy we are pleased to meet the requirements of the Education Acts 1993 and 1996 and the SEN Code of Practice on the Identification and Assessment of SEN.
- All children should be equally valued whether or not they have special educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved where this diversity is recognized and is regarded positively.
- The education of children is a shared professional responsibility. The inclusion of pupils with special educational needs is also a shared professional responsibility.
- We aim to provide appropriate resources, both human and material, and to ensure their maximum and proper use. We aim to provide a range of professional development opportunities for all staff working with SEND and monitor and adapt the effectiveness of such strategies and ways of working as best practice evolves.
- As appropriate to age and stage, involve the child in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be considered as part of the process and of the shared responsibility in meeting



their educational needs. We aim to celebrate the achievements and work of all of our pupils, including those with SEND.

- To ensure that within our planning of teaching, learning and monitoring, the potentially high achieving pupils' special need is differentiated for, and appropriate intervention is made when underachieving pupils are identified.

3. What are Special Educational Needs or Disabilities?

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. We can identify those if s/he

- 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 institutions

Pupils may have special needs in any of the following categories:

- Communications and interaction difficulties – including speech and language difficulties, Autistic Spectrum Disorder and Asperger's Syndrome
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and / or physical needs – including hearing and visual impairment

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

Other barriers to learning

- Difficult or withdrawn behaviour does not necessarily mean that a child has SEND. Where there are such concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach involving clinical services and children's social care is likely.
- Attendance and Punctuality - we monitor attendance closely and will advise parents of our concerns when attendance falls below 95%.
- Health and Welfare - prolonged absence from school requires specific support from school and other agencies
- Being a Looked After Child - specific arrangements will be agreed to be in place for families seeing a placement at Strive IA
- Sometimes, children need to be supported for a short period of time to help them overcome a particular, transitory difficulty, for example on entry to the school outside of the normal start of academic year in September.



- Pupils transitioning from other educational jurisdictions elsewhere in the world may also need time to adapt to the new demands and requirements they face within Strive IA.

4. Identification & Assessment

- It is the duty of all members of teaching staff to inform the Manager of pupils about whom they have a concern regarding their access to the curriculum and progress.
- It is the duty of all staff to make use of the SEN information that is made available to them, including looking at the EHCP, professionals' reports and individual care plans for their learners.
- Parents who have concerns relating to SEN should contact the Manager for further advice and guidance.
- Pupils on the SEN register and those of concern will be discussed by the team to ensure that timely interventions can be put in place and progress can be monitored, using a plan-do-review approach.

5. Teaching & Support for learners with SEN

A graduated approach will be used to meet the learning needs of all pupils. Quality first inclusive teaching is the basis for ensuring that all pupils are able to access the curriculum, achieved through excellent teaching in a variety of ways, which best suit the student. Where the needs of a pupil have been identified, differentiated resources will be provided and support will be given within an inclusive teaching environment.

Specialist teaching intervention may be introduced where it is felt a pupil would benefit from specific additional support. Literacy, numeracy and dyslexia support lessons can be given by specialist teachers.

All pupils with EHCPs, can expect regular progress reviews. Annual Reviews will be carefully planned and will involve the wider team around the child and the family. Teaching and Support will always be discussed at these meetings.

6. Other bodies with whom we work

Our Provision works together with, health and social care bodies, local authority support services and voluntary sector organisations, to ensure we meet children and young people's SEND and support their families. These agencies include CAMHS (Child and Adolescent Mental Health Service), Grief Encounters (Helping children through bereavement).



7. Our Approach to Supporting Needs

In keeping with the ethos of the Provision and the foundations underpinning the SEN policy, our aims and principles are:

- To identify and assess SEN at the earliest opportunity through thorough transition procedures when students arrive
- To closely liaise with referrer to gather comprehensive information about students and their needs.
- To monitor the effectiveness of interventions through clear ongoing assessment procedures and record keeping.
- To provide appropriate training for staff so that this policy and the accompanying procedures and strategies can be implemented with maximum effect.
- To consider the learning environment as part of the process of identifying special educational needs, thereby creating an environment that meets the needs of each child.
- To ensure access to a broad and balanced curriculum through appropriate differentiation, so that, children with SEN are supported in their learning.
- To maximize the learning and achievements of children with SEN during their time at the Provision.
- To establish and maintain good systems of communication between professionals from outside agencies, teachers and other staff members.
- To take a collaborative approach to children's needs, making clear the expectations of all partners in the process.
- To work in partnership with parents to support their child and bring in external professionals where appropriate. Where a child has an EHCP, targets will always be discussed with the child, presenting the objectives in an accessible and appropriate way and taking the child's views into account.
- To ensure all staff know and understand the procedures for identifying children with SEN.
- To ensure adequate resourcing for SEN.

8. Complaints

Parents of children with SEND wishing to make complaint about the Provision in the first instance contact the Manager. Further details of our formal complaint's policy and procedure can be found on our website.