



Title:	SEND Policy
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SEND Policy

Introduction

At Learning4life-GY, we support inclusive education. We believe that all educational opportunities should cater for the full range of needs and welcome moves to provide learners with special educational needs and disabilities with full access to the curriculum. This policy aims to set out how our school will support and make provision for learners with special educational needs and disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for learners with SEND. Learning4life-GY operates in alignment with the statutory Special Educational Needs and Disability (SEND) Code of Practice; Part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014.

The aims of Learning4life-GY in relation to special educational need and disability are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that learners with SEND engage in the activities within the school alongside learners who do not have SEND
- To reduce barriers to learning
- To use our best endeavours to secure special educational provision for learners for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, and to better respond to the four broad areas of need:
 1. Communication and interaction, for example autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
 2. Cognition and learning, for example, dyslexia, dyspraxia.
 3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
 4. Sensory and/ or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
 5. Moderate/ severe/ profound and multiple learning difficulties.

A learner has SEND 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 than the majority of 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 education.

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 education

Roles and Responsibilities

SENCO

The SENCO role at Learning4life-GY is undertaken by Gwyneth Little. She will:

- Work with the Principal (Claire Smith) to determine the strategic development of the SEND policy and provision in Learning4life-GY
- Have daily responsibility for the operation of this SEND Policy and co-ordination of specific provision made to support individual learners with SEND, including those with EHC plans.
- Provide professional guidance and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of Learning4life-GY budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers to ensure learners and their parents are informed about options and a smooth transition is planned
- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that Learning4life-GY keeps the records of learners with SEND up to date

SEND Governor

The SEND Governor (Gwyneth Little) will:

- Help to raise awareness of SEND issues at the Scrutiny Board
- Monitor the quality and effectiveness of SEND and disability provision within Learning4life-GY and update the Scrutiny Board on this
- Work with the CEO to determine strategic development of the SEND policy and provision in Learning4life-GY

The Principal

The Principal (Claire Smith) will:

- Work with the CEO to determine strategic development of the SEND policy and provision within Learning4life-GY
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class

- Working closely with any Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working closely with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensure that they follow the SEND policy

Learners on programme with EHCPs

There is provision for 10 learners on programme within Learning4life-GY with an Education and Health Care Plan (EHCP). This equates to 25% of the school.

How we support learners to join Learning4life-GY and how we support to transfer to the next stage

The start of the learner journey:

We assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key stages, where appropriate. Class teachers make regular assessments of progress through the learners ILP; teacher trackers and learning support tracker (which are mapped to accredited learning objectives and EHCP outcomes, or SEMH targets) and will identify whether those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the learner's previous rate of progress
- Fails to close the attainment gap between the learner and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment will not automatically mean that a learner is recorded as having SEND. When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the learner and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We have an early discussion with the learners and their parents when identifying whether there is a need for special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the learner's areas of strengths and difficulty.
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the learner
- Everyone is clear on what the next steps are

Notes of these early discussions are added to learner records in their files on the shared drive. Formal notification is provided to parents when it is decided that a learner will receive SEND support.

Learning Support Request data

All learners are assessed for additional learning support via a thorough process at initial assessment and through the induction phase of our Learner Journey.

Communication at enrolment is forwarded to the Principal and any teachers when a learner has disclosed a Learning support requirement. This then informs the support provided to the learner from the onset of their education with Learning4life-GY.

On Programme:

Learning4life-GY follow a graduated approach and the four-part cycle assess, plan, do review. This approach is integrated within our wider Learner Journey and our review process which enables teacher, learners, parents and the Principal to work collaboratively to support positive progress in learning for all learners. This will draw on:

- The teacher's assessment and experience of the learners
- The learner's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to peers and national data
- The views and experiences of parents
- The learners' own views
- Advice from external support services, if relevant

This assessment is reviewed regularly. All teachers and support staff who work with the learners are 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 learner progress.

Supporting learners moving between phases and preparing for adulthood

We will share information with the school, college, or other setting that a learner is moving to. We will agree with parents/carers and learners which information will be shared as part of this. We will also support learners throughout their final year with us to prepare them for adulthood. This is undertaken in a collaborative way with learners and parents/carers. The nature of the programmes being focused on at Learning4life-GY emphasise learner preparation for next steps which promote the development of independence in all of our learners. For example, the following sessions are designed to focus on development of skills for transition to independence, adulthood and employment:

- Cookery lessons
- Enterprise
- Career preparation
- Future work
- Work experience in our Curiosity Shop
- Supported external work experience where appropriate
- Supported internships where appropriate
- Social and Life Skills
- Math, English and ICT
- Personal, Social and Health Education (PSHE)

- Physical Education and Sport

We also work collaboratively with the NELC travel trainers to support learner's development of independent travel throughout their time with us, if this is indicated as a support requirement.

Integral to the preparation for adulthood process is the collaborative approach to review of EHCPs. Reviews of EHCPs are undertaken annually and are well supported by Learning4life-GY's learner journey as outlined below:

1. Learners and parents engage with taster days and a thorough induction process whereby EHCPs are discussed and timetables aligned with developmental milestones and consequently learner targets are discussed and agreed with parent, learner and the Learning4life-GY teaching team.
2. Each learner has a Learning Support log with termly Behaviour, attendance, social and life skills targets set in alignment with and encompassing EHCP Outcomes which is reviewed daily by allocated Learning Support Assistants.
3. Learners have 3 termly 1:1 review with their tutor that are informed by teacher reviews. These contribute to the updating of learner My Plans.
4. Academic, behaviour, attendance, social and life skills progress is discussed at parent's evenings twice per year and parent reports are sent out twice per year.
5. All review, progress tracking and development is then discussed collaboratively between the learner, parents, teachers and support staff in deciding next steps and contributes significantly to the EHCP Review meeting.

How Learning4life-GY resources are allocated and matched to a learner's special educational need

The Directors (including the CEO and Principal); SENCO, teachers and Learning Support Assistants are all responsible and accountable for the progress and development of all the learners throughout Learning4life-GY. High quality teaching, learning and support is our first step in responding to learners who have SEND. This is differentiated for individual learners. We also provide several interventions to support development and learning, below are some examples:

Behavioural, Emotional and Social Development:

- Peer-orientated interventions (the use of peers as part of a behaviour management programme)
- Self-monitoring, self-instruction and self-reinforcement skills development to produce adaptive behaviour change
- Positive reinforcement, behaviour reduction strategies (Behaviour Plans)
- Combinations of approaches i.e. cognitive behavioural and family therapy
- Parents as partners approaches

Sensory and/or Physical:

- Strategies emphasising the importance of providing opportunity to develop skills in social interaction i.e. visits, trips, work related learning, collaborative projects with Adult social care providers

- Providing opportunities for developing independence i.e. work experience, cookery, enterprise, performance

We ensure that each learner has a differentiated curriculum based on their entry points and targets set for achievement on a long, medium and short-term basis. Such adaptations include:

- Differentiating our curriculum to ensure that all learners are able to access it, for example by grouping, 1:1 work, teaching style, content of the lessons
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

The Learning4life-GY team meeting and thorough Staff Development programme provides training and development of all staff. Our external SENCO is allocated adequate hours to support the Principal in managing the SEND provision and is fully supported from a strategic perspective by the CEO and Scrutiny Panel. In the 2019-20 Staff Development Plan will have a bespoke training plan for all staff members focused around interventions specifically relevant to the learner cohort entering. Our Learning Support Assistants will support learners on a 1:1 basis when this is directed by the EHCP; but also when additional support is required in the development of specific skills for learning (i.e. literacy skills). Learning Support Assistants will support learners in small groups as required to support the learning taking place within the classroom; or as part of a dedicated smaller group approach to teaching, learning and assessment of particular learners on a more permanent basis.

We will work with the following agencies to provide support for learners with SEND:

- The Local Authority SEND team
- Speech and language therapists
- Other Special Schools (i.e. Linkage)
- The Local Authority YPSS team
- SENDIASS

Securing equipment and facilities.

Learning4life-GY will ensure that all resources are in place to support learners with SEND, this will be accounted for in the fees set for the school and consideration included within budget setting on an annual basis.

How Learning4life-GY evaluate the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEND in a variety of ways. First and foremost, in reviewing learners individual progress through the My Plan review undertaken each term. Interventions are reviewed weekly in terms of softer outcomes through the Learning Support logs implemented and discussed in weekly staff briefing meetings and the 6 weekly team meetings undertaken. Learner questionnaires are also undertaken termly to review learner perceptions and feed into Learning4life-GYs 'You Said, We Did' process and the Learner

Engagement strategy. Progress tracking is undertaken at departmental level and this contributes to the flexible alterations of learner Curriculum where needed and adaptations in response to learner need. Such information also informs termly reviews and reports to parents/ carers. Finally, EHCP reviews are undertaken annually, contributing to progression and destination analysis.

How we ensure equality of opportunity across the whole of the learner experience

All learners within Learning4life-GY have equality of opportunity to learn and succeed. There are no barriers to learners with SEND enjoying the same activities as other learners. All of our extra-curricular activities, visits and trips are available to all our learners. However, additional activities are planned specifically for those on the SEND programme to support the enhancement of social and emotional skills development of those learners. No learner is ever excluded from taking part in these activities because of the SEN or disability. Learners are supported through bespoke arrangements for admission, allocation of additional Learning Support and thorough risk assessments taking into account specific need.

Learners with SEND are part of the Learner representative committee and encouraged to be part of the Learner Engagement strategy through all phases.

Contact details of support services for parents and pupils with SEND

The main contact for SEND provision within Learning4life-GY is the Principal: Claire Smith and the SENCO: Gwyneth Little

Email: Claire@learning4life-GY.co.uk gwyn@learninglife-gy.co.uk

Tel: 01472 240440

Address: Learning4life-GY, 155-159 Freeman Street, Grimsby DN32 7AP

Learning4Life-GY's contribution to the local offer is as an Independent School for 14-16 year olds who are unable to access mainstream school; and as Post-16 provider supporting students who are unable to access mainstream Further Education in the preparation for the adulthood phase of their student journey.

Our local authority local offer is published here: <https://www.nelincs.gov.uk/children-and-families/SEND-and-local-offer/>

Monitoring arrangements

This policy and information report will be reviewed by The SENCO annually. It will also be updated if any changes to the information are made during the year and approved by the Learning4life-GY Scrutiny Board.