



Title:	SEND Policy
Internal Reference:	L4L-GY-026
Approved by:	Claire Bramley
Date reviewed:	28.10.24
Version No:	V3
Review due by:	28.10.25

## 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 we are fully invested in providing 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. Learning4life-Gy also take into consideration the guidance regarding right support, right place, right time as highlighted within the SEND Green Paper (2023).

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 Bramley) 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
- Work with the Assistant SENCO, Heidi Stanton-Peprah, on strategies within SEND and the day-to-day routine in school

### **SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at the Scrutiny Panel
- Monitor and engage with professional scrutiny of the quality and effectiveness of SEND and disability provision within Learning4life-GY and update the Scrutiny Panel on this
- Work with the Directors and Principal to determine strategic development of the SEND policy and provision in Learning4life-GY

### **The Principal**

The Principal (Claire Bramley) 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 implemented within 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 currently provision for 60 learners on programme within Learning4life-GY with an Education and Health Care Plan (EHCP). This equates to 75% of the school. In 2022/23, Learning4life-GY developed a strategic plan to grow the number of places. After the 2022 Ofsted material change inspection, Learning4Life were then approved to up to 80 14-19 year old learners.

Regardless of growth, Learning4Life-GY will still sustain a small group, high staff: learner ratio in its development by taking a multi-site approach. As such, the ethos of the school will not alter, just in the number of learners with whom it supports.

## **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.

At the start of the learner journey, we assess each learner's current skills and levels of attainment upon entry, building on their previous settings and key stages where applicable. Class teachers continuously monitor and record learners' progress across the curriculum in all lessons, ensuring that each learner's individual needs are met. EHCP targets are mapped in the learners' tutorial books and reviewed regularly within tutorial lessons, while progress is also tracked against accredited learning objectives and SEMH targets. This ongoing monitoring enables teachers to identify learners who may require additional support or intervention to achieve their learning goals. It helps pinpoint those who:

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

This may include progress in areas other than attainment, for example social and emotional 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, for example by offering a bespoke timetable.

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

- Everyone develops a good understanding of the learners' 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. Parents are updated on any changes to timetables and curriculum as they happen and also attend the Annual EHCP Review.

### **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 SENCO 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 utilise Emotional Support Plans, alongside the EHCP, to implement strategies in support of learner needs. This approach is integrated within our wider Learner Journey and our review process which enables teachers, learners, parents, SENCO/Assistant SENCO 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 emphasises learner preparation for next steps which promotes 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
- Internal work experience
- Supported external work experience where appropriate
- Supported internships where appropriate
- Social and Life Skills
- Maths & English
- Personal, Social and Health Education (PSHE)
- Physical Education and Sport

We also work collaboratively with the North East Lincolnshire 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/carer, learner and the Learning4life-GY teaching team. Information is gathered for Emotional Support Plans & these are started at this point.
2. Each learner has a Learning Support log with 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 reviews with their tutor that are informed by teacher: learner reviews and learner reports.
4. Academic, behaviour, attendance, social and life skills progress is discussed at parent's evenings twice per year and parent progress 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, Assistant SENCO, Teachers and Learning Support Assistants are all responsible and accountable for the progress and development of all of the learners on roll at 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 (Emotional Support Plans)
- Positive reinforcement, behaviour reduction strategies (Behaviour Plans)
- Combinations of approaches i.e. cognitive behavioural, counselling 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, sport

We ensure that each learner has a differentiated curriculum based on their entry points and targets set for achievement on a long (whole year), medium (termly) and short-term (daily) 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.
- Differentiating allocation of support and strategies used to reduce barriers to learning

The Learning4life-GY team meeting and thorough Staff Development programme provides training and development of all staff. Our 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. We also have an Assistant SENCO who supports with this process and manages day-to-day routines. All CPD days will have a bespoke training plan for all staff members focused around interventions specifically relevant to the existing learner cohort and for those 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
- Other external agencies such as counselling support eg Compass Go, Kooth

### **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 their EHCP outcomes, and Progress trackers undertaken each term. 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.

Interventions are reviewed weekly in terms of softer outcomes through the Learning Support logs implemented by LSAs and discussed in staff team meetings.

Learner voice questionnaires and focus groups are also undertaken termly to review learner perceptions and feed into Learning4life-GYs 'You Said, We Did' process and the Learner Engagement strategy.

Finally, EHCP reviews are undertaken annually, contributing to progression and destination analysis. The outcomes from these underpin learner targets across the curriculum.

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

All learners at 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



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 their 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 Bramley, the SENCO: Gwyneth Little and the Assistant SENCO: Heidi Stanton-Peprah

Email: [Claire@learning4life-GY.co.uk](mailto:Claire@learning4life-GY.co.uk)

[gwyn@learninglife-gy.co.uk](mailto:gwyn@learninglife-gy.co.uk)

[Heidistanton-peprah@learning4life-gy.co.uk](mailto:Heidistanton-peprah@learning4life-gy.co.uk)

Tel: 01472 240440

Address:

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

146 Freeman Street, Grimsby DN32 7AJ

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 Principal annually. It will also be updated if any changes to the information are made during the year and approved by the Learning4life-GY Scrutiny Panel.