

SEND policy

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| 07.07.22 | Sarah Cox  | Board of Directors  | July 2023 |
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**SECTION 1**

INTRODUCTION

This policy is linked to the following Policies:

Behaviour

Attendance

Anti-Bullying

Therefore, in order to operate this policy effectively, these additional Melton Learning Hub policies will need to be referred to.  Our SEN policy reflects the SEND Code of Practice, 0-25 guidance, 2014.

At the Melton Learning Hub all our tutors work with children with Special Educational Needs. Working to meet the needs of these children is therefore regarded as a whole centre responsibility. This can only be done successfully in partnership with our commissioning bodies.

A child has special educational needs if he/she has a learning difficulty for which special educational provision needs to be made.

S/he will have significantly greater difficulty in learning than the majority of children of the same age, or a disability which either prevents or hinders him/her from making use of the educational facilities provided at the Melton Learning Hub or within their mainstream school.

Many children encounter difficulties with learning at some time during their school career. These may be slight and of short duration, or more severe and prolonged. The cause for concern may be of an academic medical, physical, social, behavioural or emotional nature; exceptionally able children may also require special educational provision to be made for them.Special Educational Needs are unique to each child and must therefore be assessed on an individual basis. Tutor observation and parental concern will serve as triggers for individual assessment.

All our pupils are entitled to receive an education appropriate to their needs and this is delivered normally within the classroom environment. The tutors classroom management skills ensure a positive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs. Pupils with Special Educational Needs are helped to achieve their full potential within the classroom by means of differentiated work, a range of teaching styles, information technology and appropriate groupings.

It is part of our centre philosophy that any child perceived as having Special Educational Needs should be identified as early as possible and assessed; so that they may receive the support and guidance necessary to their development. This policy applies to children at all stages of education provided at this centre.

**SECTION 2**

AIMS

·         To provide a system for the early identification and continuing development of children with Special Educational Needs.

·         To raise the aspirations of and expectations for all pupils with SEN.

·         To provide a focus on outcomes for our SEN children and not just hours of provision and support.

·         To provide all staff with the knowledge, understanding and confidence to enable children with Special Educational Needs to achieve their full potential.

OBJECTIVES

·         To identify and provide for pupils who have special educational needs and additional needs.

·         To work within the guidance provided in the SEND Code of Practice, 2014.

·         To operate a ‘Whole pupil, whole school’ approach to the management and provision of support for special educational needs.

·         To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN inclusion policy.

·         To provide support and advice for all staff working with Special educational needs pupils.

·         Help every child with special educational needs find their place in the life of the school and foster a positive self-image

·         Give children with special educational needs access to the National Curriculum at an appropriate and challenging level for each individual

·         Work effectively with parents and carers and with relevant outside agencies to fully meet the needs of children with SEN

**SECTION 3**

IDENTIFICATION AND ASSESSMENT

At the Melton Learning Hub we will identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their special educational needs.

EARLY IDENTIFICATION

We recognise that if a child has an identified special need then the earlier action is taken, the more effective it is likely to be.

Early identification of SEN is essential. therefore all new starters at the Melton Learning Hub will undergo initial assessments in both Maths and English.

It is our expectation that any child sent to the Melton Learning Hub with already identified SEND needs will have all required information passed onto the centre. This could include EHCP and classroom plans.

If a child doesn’t have an EHCP but is believed to have SEND needs the Melton Learning Hub will alert the commissioning school/ centre.

Four Broad categories of need

·         Communication and interaction (Including Speech, language and communication difficulties and ASD)

·         Cognition and learning (MLD,SLD,SpLD and PMLD)

·         Social, emotional and mental health difficulties

·         Sensory and or physical needs

Other factors which may impact on progress and attainment that are NOT SEN may include;

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

**SECTION 4**

A Graduated Approach to SEN Support

·         All tutors are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

·         High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

·         Additional intervention and support cannot compensate for a lack of good quality teaching.

At the Melton Learning Hub we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, tutors’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.  Weekly pupil progress meeting take place.

If Melton Learning Hub believes higher levels of need have been demonstrated by a pupil then contact will be made with the commissioner body. They will make arrangements to draw on more specialised assessments from external agencies and professionals.

The commissioning body will be responsible for ensure the appropriate assessments take place and support strategies are shared with the Melton Learning Hub.

 The support provided consists of a four part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable to provision to be refined and revised as the understanding of the needs of the pupil grows.  This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupils needs using the class tutors assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of the parents.  The pupil’s views and, where relevant, advice from external support agencies, will also be considered.  The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are being overcome.

Plan

Planning will be led by the commissioning body, Head of Centre and parents as appropriate to agree the support and interventions that are required.  All those working with the pupil, including support staff, will be informed of the pupil’s individual needs.  Support plans are put in place by the commissioning body for children on SEN support and children and parents are informed and targets shared with the Melton Learning Hub.

Do

The class tutor remains responsible for working with the child on a day- to-day basis. The Head of Centre will work closely with tutors to assess the impact of the interventions and links with classroom tutoring.  Support with further assessment of the child’s strength and weaknesses, problem solving and advising of implementation of effective support will be provided by the commissioning body.

Review

Reviews of the child’s progress will be made regularly.  The review process will evaluate the impact of the interventions and support.  It will also take into account the views of the pupil and where necessary their parents.  The Head of Centre will revise the support and outcomes based on the pupil’s progress and development making any necessary amendments in consultation with parents, pupils and commissioning body.

**SECTION 5**

MANAGING PUPILS NEEDS ON THE SEN REGISTER

·         Commissioning bodys must notify the Melton Learning Hub if they send a child who is on the SEN register. Failure to notify the Melton Learning Hub could result in removal of the offer of a place.

  If a child still remains a concern and is not making expected progress once placed at the Melton Learning Hub, outside agencies and specialist teachers may need to become involved.  Statutory assessment (referral for an Education and health care plan) may need to be considered and the involvement of the School Educational Psychologist.  At this stage the Common Assessment Framework form (CAF form) will be the main tool for gathering information about the child this will be led by the commissioning body.

The CAF is completed with parents/carers by home school SENCO with contributions from the Melton LearningHub, other members of Centre staff and/or by any outside agency involved and will include information on:

Early development and medical history;

Relevant family background

Attainments in Literacy and Numeracy and National Curriculum levels;

PIVATS assessments;

Chronology of action already undertaken to help the child;

Summative and confidential reports detailing intervention and previous provision including from outside agencies;

Parent/carer views and those of the child.

The home school/ commissioning body is able to call on the services of the Educational Psychology Service, IDSS (Inclusion Disability Support Service),  Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, Child and Adolescent Mental Health Services (CAMHS) and Social Services. The School Nurse and Doctor also give access to outreach services for the Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy services.

Copies of CAF forms and TAF forms should be sent to all involved with the child and to the CAF database.

Referral for Education, Health and Care plan (EHC)

If a child has lifelong or significant difficulties then they may undergo a statutory assessment process which is usually requested by the home school but can be requested by the parents.  This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi agency approach to assessing that need to planning provision and identifying resources is required. The Melton Learning Hub will support this process.

The application for an EHC will combine information from a variety of sources.

Parents

Teachers/ Tutors

SENCO

Social care

Health professionals

Educational psychologist

Information will be gathered relating to the current provision provided.  The decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHC plan.  Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

 **SECTION 6**

        SUPPORTING PUPILS AND FAMILIES

ADMISSIONS

Pupils with special educational needs will be admitted to the Melton Learning Hub in line with the Centres admissions' policy.  The Hub will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.  If the Hub is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Tests/Exams

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of “adverse circumstances beyond their control”).

  **SECTION 7**

TRAINING AND RESOURCES

·         SEND provisions are funded through higher needs block funding and pupil premium funding.

·         In order to maintain and develop the quality of tutoring and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.  These needs are identified through staff performance management/appraisals.

·         All tutors and support staff undertake induction on taking up a post.

·        the Head of Centre will share all updated information received on a pupil in the weekly staff meeting.

 **SECTION 8**

STORING AND MANAGING INFORMATION

Information collected about a pupils SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils parents, the Head of Centre, unless the centre has safeguarding concerns.

Confidential information is stored in a locked cabinet in the Head of Centres office.

Written by Sarah Cox

Head of Centre