



Special Educational Needs Policy

1. Introduction

Youth Works Community College follows the SEND Code of Practice 2015 and the Children and Families Act 2014. The policy will be promoted and implemented throughout the College and with learners and their families via the College Website.

2. Associated Policies

This policy should be read alongside the following policies: Health & Safety; Admissions; Safeguarding; Equality and Diversity; Behaviour; Complaints; and the English as an Additional Language statement.

3. Definition of SEN

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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.

(SEN Code of Practise 2015)

4. Aims & Objectives

- To ensure the identification of all learners requiring SEN provision as early as possible through initial assessment
- To ensure all learners transferring to Youth Works Community College have a smooth transition and that where an EHC is in place, the recommendations of the EHC plan are implemented
- To enable all learners to reach their potential through quality learning and teaching
- To ensure that learners are involved in decisions which affect their academic provision

- To ensure that parents & carers of SEN learners are fully informed of their child's progress and receive and understand copies of relevant plans and progress reports
- To ensure that all staff are made aware of the College's duties in relation to learners with SEN and provide appropriate support and advice

5. Identification & Assessment of SEN

The SEN Code of Practise identifies 4 areas of need:

<p>Communication & Interaction (C&I)</p> <p>Speech, Language and communication needs (SLCN) Autism and Asperger's (ASD)</p>	<p>Cognition & Learning (C&L)</p> <p>Moderate learning difficulties Processing Delay Developmental Co-ordination Disorder or Dyspraxia</p>
<p>Social, Emotional & Mental Health (SEMH)</p> <p>Attention Deficit Hyper activity Disorder (ADHD) Attention Deficit Disorder ADD Oppositional Defiant Disorder (ODD) Attachment Disorder Anxiety & Depression</p>	<p>Sensory and Physical needs (S&P)</p> <p>Visual Impairment (VI) Hearing Impairment (HI) Physical Disability (PD) Multi-sensory impairment (MSI)</p>

Tutors/Key Workers are responsible and accountable for the progress and development of all learners. High quality teaching, differentiated for individual learners will be the first step in responding to learners who have or may have SEN.

The College will carry out regular assessment activities to monitor the progress and attainment of learners identifying areas of concern such as:

- Slower progress than their peers when starting from the same point
- Failure to match or better learners previous rate of progress
- Failure to close the gap between themselves and peers

All Learners current skills and levels of attainment will be assessed on entry to the College.

Any evidence that a learner may have a disability under the Equality Act 2010 will be taken into consideration and any reasonable adjustments will be made.

6. Graduated Approach

The College will use a “graduated approach” when supporting learners who have been identified as requiring extra support.

The graduated approach starts at whole-school level. Tutors are continually assessing, planning, implementing and reviewing their approach to teaching all learners. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- The first response to learners identified as not making progress will be to target support at their areas of weakness. If progress continues to be less than expected the tutor/key worker, supported by SLT will assess whether the learner has SEN.
- The College will put in place extra teaching/support/intervention designed to secure better progress where required
- The College will include the gathering of evidence such as the views of the learner and parents, to inform the individual learning plan and possible EHC plan
- If a learner shows persistent disruptive or withdrawn behaviours and/or there are concerns regarding housing, family issues or other domestic circumstances the College will use a multi-agency approach – such as the Early Help Assessment in order to further support the learner and if appropriate, their family.
- Where a need is identified, the college will provide therapeutic assessment and interventions/support for wider mental health difficulties that may be affecting emotional well-being and/or learning. If appropriate, a referral will be made to CAMHS
- All target setting and agreed support will be recorded on the learner’s individual learning plan and will be fed into the EHC review cycle

Where a learner is identified as having SEN the College will take the form of the four-part cycle –

- **Assess** – Tutor/Key Worker will carry out clear analysis of learners needs, drawn from assessments, experience of learner, previous progress and attainment and information from other subject tutors’ assessments. Individual learner’s data will be compared to national data. Concerns from parents and views from the learner will be taken into account.
- **Plan** – Parents will be informed formally if the learner is being provided with SEN support. The Tutor/Key Worker will agree in consultation with parent and learner the adjustments, intervention and support to be put in place as well as the expected impact on progress, development or behaviour, with a clear date for the review.

- **Do** – Tutor/Key Worker will remain responsible for working with the learner, and will work closely with any other tutors/professionals to plan and assess the impact of the intervention. SLT will support the tutor/key worker in any further assessments of the learners' strengths and weaknesses and advise on the effective implementation of the support.
- **Review** – Regular reviews of effectiveness of support and intervention will be carried out and documented. The impact of quality of support and intervention will be evaluated along with the views of the parent and learner. Parents will have clear information about the impact of support and intervention provided enabling them to be involved in planning the next steps.

7. Education Health Care Plans

Where, despite the College having taken relevant and purposeful action to identify, assess and meet the SEN of the learner, the learner has not made expected progress, the College will consider requesting an Education Health Care needs assessment. The College will provide the LA with the appropriate evidence of action taken as part of the SEN support.

8. Roles and Responsibilities

It is the responsibility of all staff to be aware of the College's policy and procedures for identifying, assessing and making provision for learners with special educational needs. All have a responsibility to address inclusion.

- The Head Teacher will have overall responsibility of the effective operation of this policy and ensuring compliance with the relevant statutory framework, and will ensure that all staff receive appropriate training and support in line with their expected duties.
- Implementation of this policy will be monitored by the Governing Body.
- Tutors/Key Workers will be responsible for ensuring that all learners receive provision appropriate to their needs.

9. Involvement of Parents/ Carers/Learners

Positive engagement of parents and carers is recognised by the College as an important and productive aspect of the provision. Parents and carers are encouraged to visit the college regularly for social as well as formal activities. Key workers/tutors will regularly (minimum once a month) engage with parents to update on achievements and positive moves forward as well as concerns regarding attainment.

A minimum of three formal parent consultation sessions and three school reports will be provided in any one academic year.

Parents of learners who receive SEN support and EHC Plans will receive formal written updates on the learners' progress and attainment 3 times a year relating to their plans.

Tutors/Key Worker, supported by the Head Teacher will lead the reviews. Parents and learners will be encouraged and supported to share their concerns and views.

10. Learners with Medical Needs

The College will make appropriate arrangements to support learners with medical needs in accordance with The Children & Families Act 2014 and will have regard to Statutory Guidance "Supporting Pupils at School with Medical Conditions".

The College will adhere to the learners Individual Healthcare Plan which will specify the type and level of support required. Where a learner also has SEN their provision will be planned and delivered in a co-ordinated way with the Healthcare Plan.

11. Review of Policy

This policy will be reviewed annually by the Board of Trustees.

Ratified by the Board of Trustees: 6 September 2019

Review due: 5 September 2020