

Special Educational Needs Policy

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1. Aims

Our SEN policy and information report aims to:

- Set out how our provision will support and make provision for learners with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEN

We recognise that provision for students with SEN is the responsibility of the whole company and we are ambitious for young people with SEN whatever their needs and whatever their level of study at WS Training Ltd. We focus on supporting all students so that they can progress and reach positive destinations in adult life. These destinations include higher education, further training, employment, independent living, good health and participating in the community. At WS Training we are dedicated to ensuring that all students follow a coherent study programme which provides stretch and progression in order to achieve the best possible outcome in adult life. As part of our commitment, students also receive access to relevant careers advice guidance from our dedicated service (as set out in section 7.9 in the SEND Code of Practice 2014) at WS Training Ltd.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Section 69 of the Children and Families Act 2014, which sets out companies' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

3. Definitions

We use the same definition of Special Educational Needs (SEN) as set out in the Code of Practice

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 other at the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 intuitions (p. 263).

4. Roles and responsibilities

4.1 The SEN Officer

They will:

- Work with the head of education and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head of education and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the company and update the governing board on this
- Work with the head of education and SENCO to determine the strategic development of the SEN policy and provision in the company

4.3 The Head of Education

The Head of Education will:

- Work with the SEN officer and SEN governor to determine the strategic development of the SEN policy and provision in the company
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class tutors

Each tutor is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEN officer to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

- Demonstrating good or better differentiation for students in their groups and this is looked at as part of teaching observation cycles across the academic year.

4.5 Personal Progress Coaches (PPC's)

The PPC's will:

- Work closely with any type of learning support and take an active role in planning for progress and assessing impact against the support the student receives.
- Provide bespoke welfare support and interventions for the SEN students in their Entry Level through to -Level 2 cohort as directed by the manager.
- Provide a Careers Education Advice and Guidance (CEAG) service for all students at WS Training, provided by the PPC's. This service provides individualised support to students to enable students and families to broaden their horizons. At WS Training we have work experience and volunteering opportunities for students at Entry Level through to students on Level 2 programs.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our company currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying learners with SEN and assessing their needs

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class tutors will make regular assessments of progress for all learners and identify 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 a learner is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will 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.

5.3 Consulting and involving learners and parents/carers

We will have an early discussion with the learner and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the learner's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a learner will receive SEN support.

Where a student at WS Training is identified as having SEN and needing SEN support, the relevant staff members will bring together all the information from the school, from the student, from the family, from any multi-agency teams working with the student and any recent assessments that have been carried out.

All of the information is discussed with the student (where appropriate). The right of a student to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. For those students at WS Training who lack this capacity, they will be empowered to make decisions or actions may be taken on their behalf and will be done so with their best interests at heart (section 8.21 in the SEN Code of Practice 2014).

A student has the right to request an assessment for an EHC plan at any time up to their 25th Birthday as referenced in the SEN Code of Practice (8.16).

5.4 Adaptations to the curriculum and learning environment

We will make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, specialist tuition, teaching style, content of the lesson, etc.
- Adapting our resources (e.g. symbol, based materials) and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, scribes, reading instructions aloud, etc.
- Personal care needs

5.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using learner/ parent questionnaires
- Monitoring by the SEN Officer
- Using provision maps to measure progress
- Holding annual reviews for learners with statements of SEN or EHC plans

5.6 Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEN are encouraged to be part of the provisions council
- Learners with SEN are also encouraged to be part of lunch clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.7 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the centre manager in the first instance. They will then be referred to the companies' complaints policy.

The parents/carers of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

8. Working with other agencies/Transition

- At WS Training we provide a link programme across the academic year for those students who are thinking of applying to join our High Needs programme so that they can familiarise themselves with the learning environment at WS Training and gain some experience.
- As part of the link programme at WS Training, students from the local special schools are invited to attend for one morning a week across the year in the autumn and summer term. They are also invited to spend time in the other +16 providers to offer them the opportunity to make a considered choice about their preferred +16 provision.
- During the link programme at WS Training, our staff can become familiar with prospective students and build relationships (with young people and their staff) in order to ensure a smooth transition for what is a big step for many students and their families. Equally this enables students to become familiar with the size of the provision, how their studies will be structured; and include how many days a week their programme covers.
- We expect feeder schools/colleges to share all key information about prospective students by the spring term at the latest so that we are able to develop suitable programmes of study and prepare appropriate support.
- At WS Training, we also proactively endeavour to attend all Year 11 Annual Reviews where invited, for those students who want to come to us from the local special schools.
- For all students, bespoke arrangements are made across the academic year to ensure they are fully prepared for their next step. This can range from informal 'keeping warm' visits either in their own school or at WS Training, where students will build relationships with appropriate staff, to a set of pre-arranged meetings with the prospective student and their parents/carers.
- We recognise that some prospective students want a fresh start when leaving school to attend WS Training and any sharing of their SEN should be sensitive to their concerns and done with their agreement.

9. Local Offer

- We recognise that the Local Authority have a statutory duty to develop and publish a Local Offer (as per the guidance in the SEN Code of Practice 2014). We know that this must cover: preparing and reviewing the Local Offer (including the views of young people, parents and providers), publishing the Local Offer including comments on it and actions to be taken and providing information, advice and support where required.
- As our commitment to the Local Offer, we co-operate fully with the Local Authority in the development and the review of the Local Offer.
- We are continually committed to developing our offer to meet the needs of all our +16 students locally and review our curriculum offer on an annual basis in line with prospective student demand.

Last updated: February 2020 **Date of next review:** February 2021