

Special Educational Needs and Disabilities (SEND) Policy

Adopted Date: 01/09/2023

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Equality and Inclusion Statement:

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

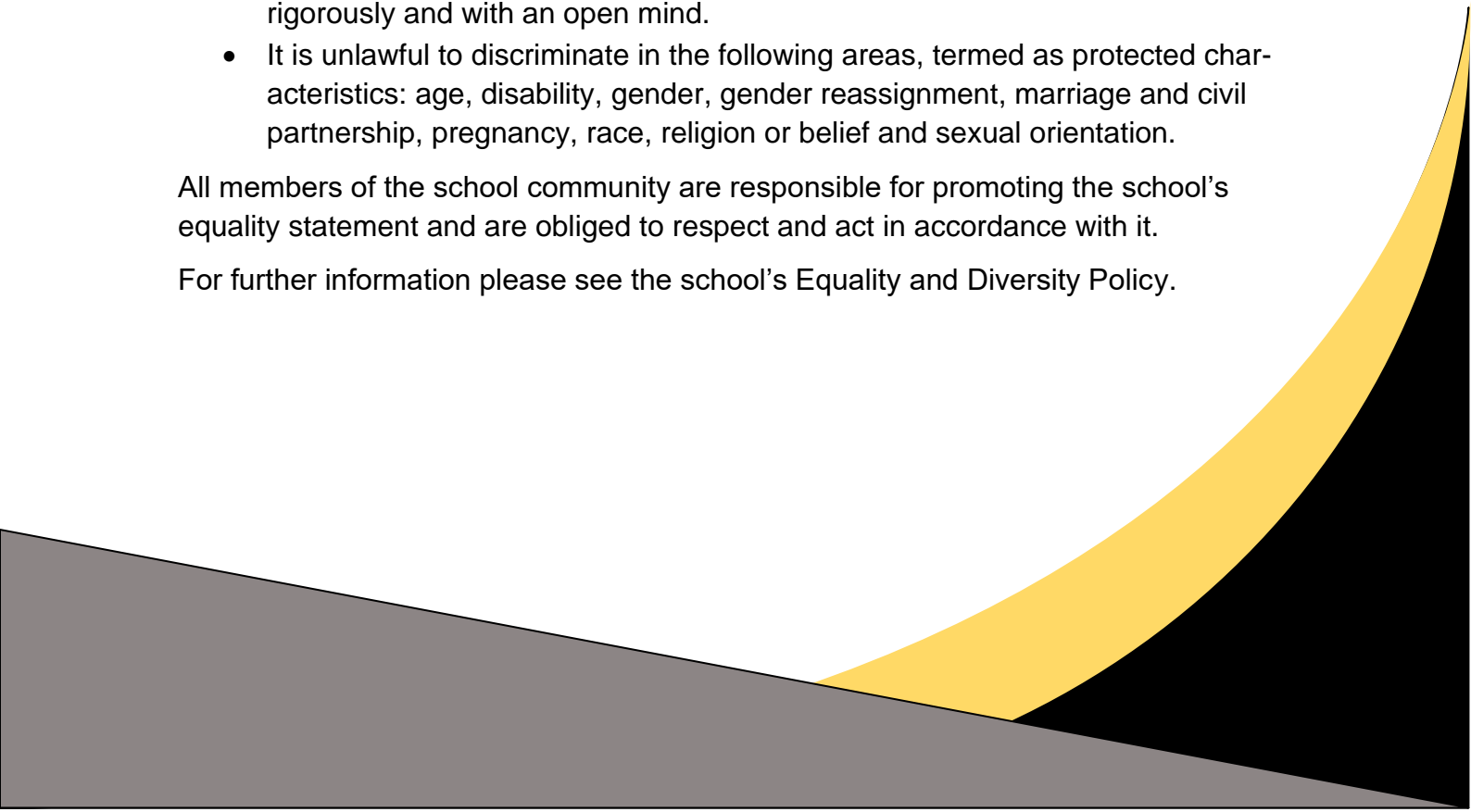
- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing board and the leadership team will:

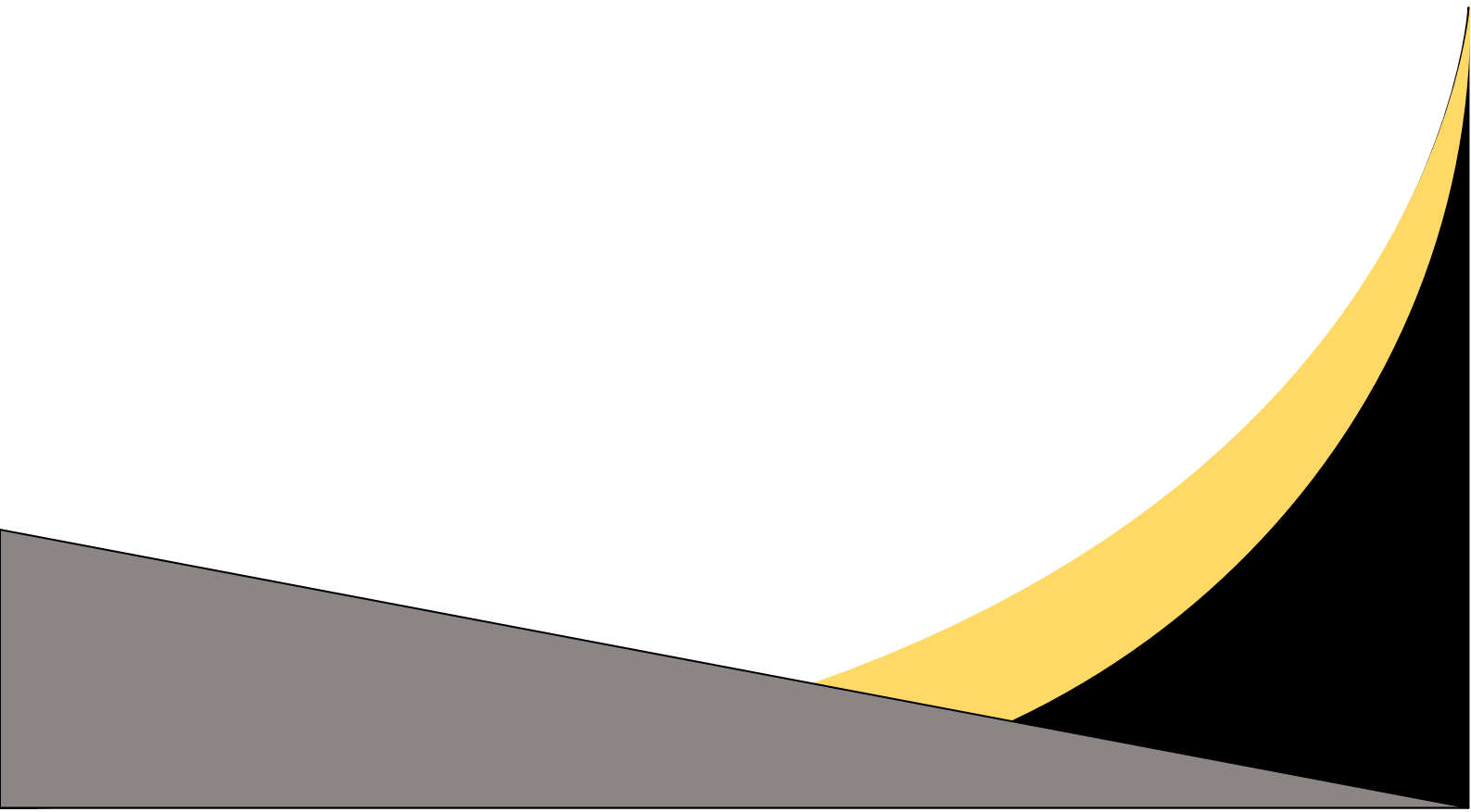
- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

All members of the school community are responsible for promoting the school's equality statement and are obliged to respect and act in accordance with it.

For further information please see the school's Equality and Diversity Policy.



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1. Aims and Vision

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

2. Legislation and Guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- Autism Act 2009
http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga_20090015_en.pdf
- National Institute for health and clinical excellence (NICE), information about NICE clinical guidelines 128, (2011) 'care for children and young people who may have autism'
<https://www.nice.org.uk/guidance/cg170/chapter/Introduction>

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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 schools

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 schools.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Area of need	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4.4 Autism

Autism is a pervasive neuro-divergence that affects the way a person communicates and relates to people around them. Individuals with an autism diagnosis will show a range of characteristics, and no two individuals are affected in exactly the same way. All autistic individuals share, to differing extents, impairments affecting their ability to:

- understand and use non-verbal and verbal communication (for example not fully understanding the meaning of gestures, facial expressions or tone of voice).
- understand social behaviour which affects their ability to interact with others
- think and behave flexibly — which may be shown in restricted, obsessional or repetitive activities, understanding abstract concepts and/or difficulty with change

In addition some autistic young people have acute sensory needs in relation to an enhanced or reduced perception of sounds, sights, smell, touch and taste, which affects their response to these sensory input and integration. They may also have coordination and planning difficulties

and unusual sleep and untypical behavioural presentation such as repetitive movements or self-stimulatory behaviours, and preferences around clothing and food texture.

All the above difficulties mean that the young people are often highly anxious from trying to make sense of the world, and this may have an effect on their behaviour. Autistic young people, especially females, may mask their challenges and present neuro-typical behaviour in order to fit in, or divert attention away from them in order to avoid interaction. This in itself can cause exhaustion and low self-esteem, leading to heightened challenges when the young person is out of the school environment, meaning problems can be understated or not fully understood.

4.5 Specific Learning Difficulties

The term 'Specific Learning Difficulty' (SpLD) is a term that refers to a difference or difficulty with particular aspects of learning.

The most common SpLDs are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia. An individual may have one of these independently or in combination with others and there is a continuum from mild to severe.

All children and young people have different abilities to think, remember and learn. When an individual has difficulties or weaknesses in just one or two areas in contrast to average or good cognitive skills this is called a Specific Learning Difficulty for example, struggling to form letters and hear word sounds.

4.6 Attachment Disorder

Attachment disorder is a condition shown in children who may have been unable to form secure attachments to caregivers or where exposed to inconsistent and unpredictable care.

Typically young people will present with inconsistency of emotional responsiveness especially to caregivers and by emotions such as fear and sadness, and may not respond consistently to praise or reward.

Often this disorder will mean that the individual has difficulty forming healthy and stable relationships with peers or other adults.

4.7 Speech, Language and Communication Needs

Some children and young people find it difficult to listen, understand and communicate with others and may need support to develop the skills involved.

SLCN is the umbrella term most commonly used to describe these difficulties. Children and young people with SLCN may have difficulty with only one speech, language or communication skill, or with several.

Children may have difficulties with listening and understanding or with talking or both. Each child also has a unique combination of strengths. This means that every child with SLCN is different.

4.8 Moderate Learning Disability (MLD)

Children and young people with Moderate Learning Difficulties (MLD) will generally have attainments below expected levels in most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

5. Responsibilities

5.1 The Proprietary Board will:

- provide a caring, respectful and nurturing environment in which everybody feels safe and able to learn
- ensure the children and young person's views are listened to
- ensure equality of opportunity for each pupil
- foster dignity, self-respect and independence
- recognise and seek to maximise each child/young person's potential
- ensure well managed establishments with staff committed to achieving high standards for each child and young person
- ensure that all settings are appropriately set up to meet the needs of the children and young people within the setting
- offer a broad, balanced, relevant curriculum in a stimulating and exciting learning environment
- work in partnership with parents, carers, Authorities and other outside agencies to ensure children and young people are given the greatest opportunity to succeed
- monitor attainment and progress and ensure that parents/carers and funding bodies have appropriate, relevant information
- provide an assessment of the individual special educational needs within the setting of the within the first twelve weeks of a placement
- ensure appropriate provision is made to meet the needs identified in the individuals Education, Health and Care Plan and/or based on the assessment findings
- ensure a member of staff acts as SENCO to co-ordinate statutory processes and provide advice and support for staff in school.
- ensure all staff have an understanding of the range of SEN difficulties experienced by the pupils as part of their induction. Provide further in depth training for highly specialist settings or needs as appropriate.

5.2 Senior Leaders within Healey Learning Centre will:

- provide a baseline assessment
- record and report on pupils' Education Health and Care Plans using a bespoke monitoring system.
- record a minimum of 3 SMART targets for each pupil which will be reviewed every half term.
- identify areas of need and implement appropriate provision, activities and curriculum to support those needs.
- Source and provide therapeutic provisions/interventions in line with identified needs on the Education, Health and Care Plan and/or initial assessment
- provide termly reports on progress
- provide Post Admission and Annual reviews identifying progress, attainment, objectives and future programmes.
- evaluate the provision to identify any specific arrangements / resources for cohort groups
- include children and young people in planning and decision making
- work closely with parents or carers and their families, consulting them about the young person
- plan an individualised, needs-led transition into the setting
- raise awareness with children and young people of equality, diversity and the impact of their specific needs
- modify the environment and provide appropriate resources, as far as possible, to take account of the individual difficulties with sensory stimuli or sensory integration experienced by some children and young people
- provide opportunities for children and young people to generalise skills learnt in one setting/lesson to other situations/settings
- recognise that Information and Communications Technology can be a particularly effective medium for children and young people and provide appropriate support
- continue to develop and implement a continuum of provision in accordance with BILD guidance/Autism Education Trust (AET)/ NAS standards/NICE guidance
- provide appropriate resources to meet pupils' SEN needs
- ensure all transitions both internal and external are managed effectively and specifically planned to meet the needs of the individual

6. Our approach to SEND support

6.1 Identifying pupils with SEND and assessing need

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

6.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

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

We will formally notify parents if it is decided that a pupil will receive special educational provision.

6.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, EdGenn, and will be made accessible to staff in support plans.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

6.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

On the census these pupils will be marked with the code E.

6.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

6.6 Good Practice

The following are examples of some of the types of strategies which Healey Learning Centre may use to support pupils, along with personalised curricula and clinical support:

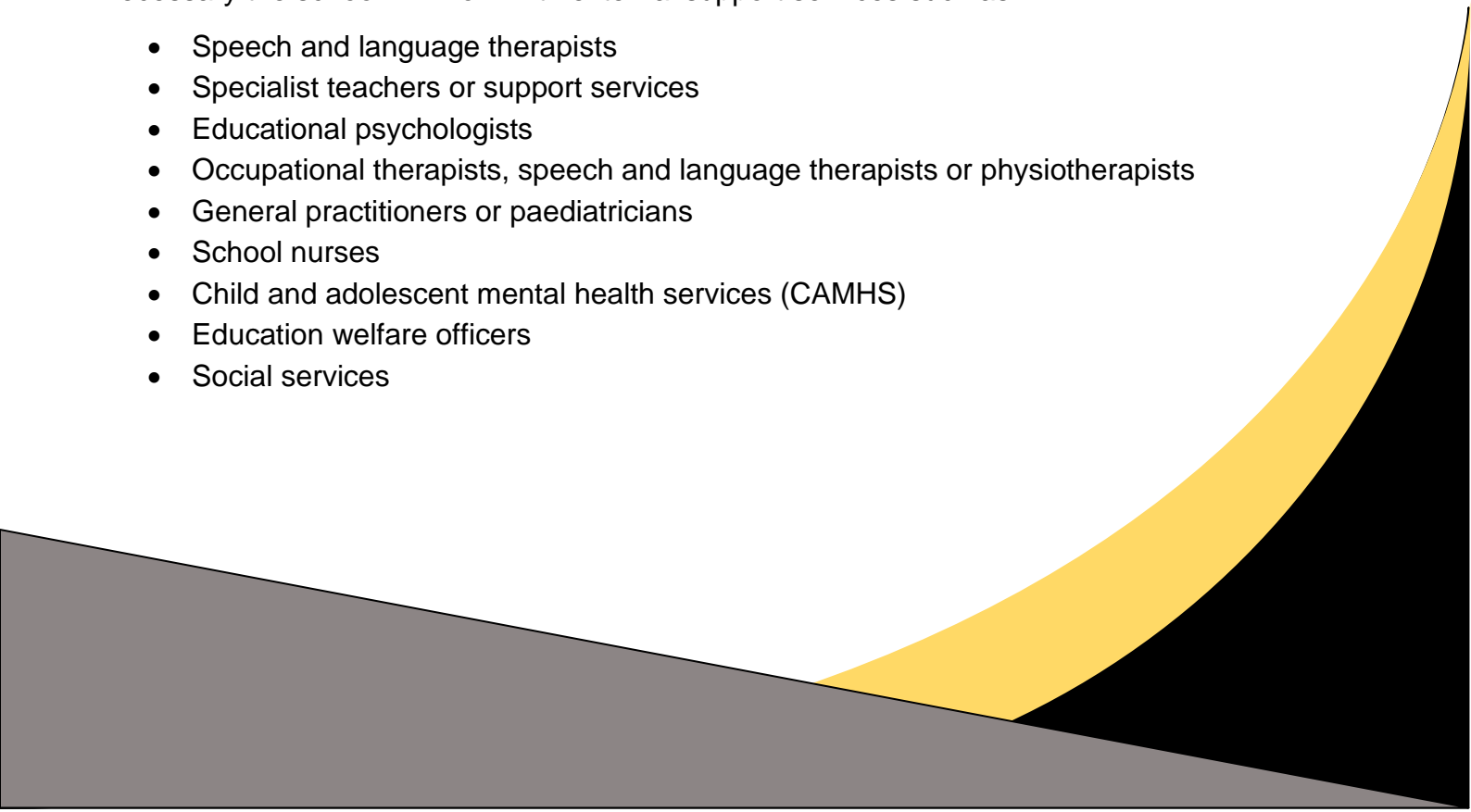
- low arousal spaces
- sensory equipment
- movement breaks
- communication programmes
- social skills programmes
- anxiety management programmes
- emotional regulation programmes
- resilience exercises
- life skills teaching
- community activities
- specific structured teaching methods e.g. TEACCH, attention autism.
- support for break and lunchtime activities
- visual timetables
- social stories/scripts/Comic strip conversations

7. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. SEND training is commissioned for all staff; this extends to all 4 areas of need, and is renewed annually.

8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
 - Specialist teachers or support services
 - Educational psychologists
 - Occupational therapists, speech and language therapists or physiotherapists
 - General practitioners or paediatricians
 - School nurses
 - Child and adolescent mental health services (CAMHS)
 - Education welfare officers
 - Social services
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9. Further Reading

- Mental Health Interventions and Services for Vulnerable Children and Young People 1st Edition by Panos Vostanis (ISBN-13: 978-1843104896)
 - Autism Education Trust Progression Framework at: <https://www.autismeducationtrust.org.uk/shop/pf-shop/>
 - 'The reason I jump' – Naoki Higashida
 - Autism: a very short introduction – Uta Frith (ISBN: 978-0-19-920756-5)
 - Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People (Gremlin and Thief CBT Workbooks) Paperback – 15 Jan 2013 (ISBN-10: 9781849053419)
 - Cool Connections with Cognitive Behavioural Therapy: Encouraging Self-esteem, Resilience and Well-being in Children and Young People Using CBT Approaches 1st Edition. Laurie Seiler (ISBN-13: 978-1843106180)
 - 'Thinking in Pictures' – Temple Grandin
 - NICE: Autism (quality standard 51) 2014
 - ASC in the secondary school – Lynn Plimley / Maggie Bowen
 - Can I tell you about ADHD?: A guide for friends, family and professionals
 - How to identify and support children with ASC difficulties – Jane Speake
 - Educating students on the ASC spectrum: a practical guide – Martin Hanbury
 - Positive behaviour strategies to support children and young people with ASC – Martin Hanbury
 - Aspergers Syndrome – Tony Attwood
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