

Special Educational Needs Policy

Engaging Potential (EP) exists to provide full time education for young people with special educational needs and disability (SEND). We believe that SEND young people must have their needs addressed, and should contribute to and participate in, any decisions relating to their provision (as set out in the 2015 SEND Guidance). They should have access to a broad range of educational activities and experiences, and have the dedicated support to help them access the curriculum.

Aims

1. To identify special educational needs through the referral process and provide the support necessary to enable young people to make progress
2. To involve and work with young people and parents at the various stages of the SEND Code of Practice (March 2015) and take into consideration their views
3. To make use of outside agencies where necessary as part of a planned response to individual need
4. To work closely with the local authority and relevant agencies to share detailed information about SEND young people
5. To produce Individual Action Plans for each young person, monitoring and reviewing targets on an ongoing basis
6. To review the progress of young people annually or as and when appropriate
7. Staff to work collaboratively to ensure that barriers to learning are removed and young people are enabled to achieve
8. To evaluate annually the effectiveness of EP's provision in line with established Key Performance Indicators and stakeholder feedback

Our Approach

All information relating to young person's special educational needs is received through EP's referral process. This process involves meetings with professional agencies (YOT, Social Services etc), conducting risk assessments and allocating a mentor.

During a personalised 'lead-in' period, standardised assessments are conducted by a Specialist Assessor, and the results feed into individual education plans (IEPs) and individual learning plans (ILPs). Where young people have Education Health Care Plans, these targets are used as a framework to support learning. Other activities in this period include benchmarking, integration into small groups with peers (where appropriate), and developing individualised timetables working alongside the interests of the young person.

Following the lead in period, EP works towards creating timetables of 25+ hours. This is done at the pace of the young person, and involves 1-2-1 mentoring and tutoring sessions to facilitate differentiated provision to meet their needs and the keeping of accurate records on their progress.

EP recognises that it is the responsibility of all staff to remove barriers to learning, and to set suitable learning challenges and plan to meet a diverse range of needs. Reasonable adjustments are made where appropriate. For example, the use of Information Technology for learning, and applying for scribes and readers from awarding organisations.

In line with the recommendations in the Code of Practice (March 2015) the views of the young person are always taken into consideration.

Parents/carers are informed and involved in all stages by letter, telephone calls, visits, and review meetings and their involvement is always welcomed.

The Management of Special Educational Needs

EP specialises in working with SEND young people. The overall management of EP's provision is the responsibility of the Senior Management Group.

The Head is responsible for:

- The overall provision
- Compliance with local authority contracts
- Managing the referral process
- Safeguarding

The Centre Manager is responsible for:

- The day to day running of the provision
- Co-ordinating individual timetables
- Liaising with and advising tutors and mentors
- Maintaining the register of attendance
- Overseeing the records on all SEN young people
- Liaising with parents/carers
- Liaising with external agencies including the education welfare and other support agencies, medical and social services and voluntary bodies.

Admission Arrangements

All young people at EP have special educational needs. Admission arrangements are set out in EP's referral policy. A register is maintained, containing attendance details of all young people at the project, in line with OFSTED's requirements for Independent Schools.

SEN Specialisms

EP's Specialist Assessor has gained the Certificate of Competence in Educational testing, is an a member of the British Psychological Society has achieved the Access Arrangements Course approved by the JCQ. Regular CPD ensures this certification is kept up-to-date

Other members of the team have wide experience of working with young people with a range of special needs.

All staff have received training in working with young people with ASD.

Access for the Disabled

Under the terms of the Equality Act 2010, all SEN young people are considered to have a disability. EP had previously developed a three year plan that illustrates the action we will be taking to meet the general equality duty and make practical improvements for disabled learners and adults connected with EP. It covers issues such as:

- curriculum access
- provision of information to disabled learners, parents / carers and staff
- access to premises

These issues now form part of the School Evaluation and Improvement Plan, which is reviewed annually.

The Allocation of Resources

Staffing – The team comprises of the Lead Teacher and Education Manager, (FT Qualified Teacher and Specialist Assessor), a qualified teacher dedicated to Maths and ICT (PT), two Learning Support Mentors and four full time Mentors, one of whom is the Lead Mentor.

Training – EP has made provision in the budget for staff training. This involves a Level 3 mentoring qualification for all Mentors, and a budget for professional development which provides courses for staff to develop their knowledge and expertise in working with SEND young people.

Accommodation – EP currently has two classrooms, one art room, a dark-room, a kitchen, an office and an activity room. EP also has an outside area for letting off steam or leading sessions.

Resources – EP has resources for literacy and specific learning difficulties, internet ready PCs, and access to staff laptops if required.

Identification, Assessment, Record Keeping and Review

At every stage of identification, assessment and review, record keeping arrangements have been made. Records are held in the office and on the secure EP server

Identification is through paperwork provided through the referral process. This includes statements of special educational needs or EHC plans, school assessments and records, and reports from local authority SEN teams.

EP conducts specialist assessments with all participants as part of their induction to the project. At present the Specialist Assessor carries out WRIT/WRAT/Access Maths & English and the WIAT ,DASH and TOMAL2 testing as appropriate. Baseline testing on admission provides a point of reference for Literacy and Numeracy.

At a later date, depending on what exams are being taken and if access arrangements are required, the Specialist Assessor will carry out additional standardised tests Tests used for obtaining access arrangements are the most up to date ones.

The Lead Teacher and Education Manager is responsible for overseeing the assessment of pupils and the development of Individual Educational Plans. The Centre Manager is responsible for overseeing the development of Individual Learning Plans and the maintenance of accurate records. All delivery

staff have a responsibility for removing barriers to learning and enabling all young people to access the curriculum, and to maintain appropriate records.

Individual Education Plans (IEP) and Individual Learning Plans (ILP)

EP offers a structured but flexible approach which uses 1:1 mentoring and tutoring and building individually tailored timetables to engage young people.

Individual Learning Plans (ILP's) and Individual Education Plans (IEP's) are developed through discussion and agreement between the young person, the tutor and/or the mentor. It is important that the young person has a sense of ownership and involvement in their learning and development for them to feel that they are 'doing it' rather than it being 'done to them'. Initial targets are arrived at from the EHC plans that come with the young people; thereafter, they will evolve as described above.

EP works towards a full timetable consisting of 25 hours or more but recognises the need to work at the young person's pace.

The IEP covers the more formal aspects of the young person's educational programme so that they develop fundamental skills, and gain certified qualifications and awards. To this end, a core set of accredited courses are offered, including Numeracy, Literacy, ICT (information & communication technology), Preparation for Working Life, Personal and Social Development, Arts Awards and a range of subjects and sports covered by Entry Level Certificates and Unit Awards

Standard G.C.S.E subjects can be accessed and delivered if appropriate. Any specific equipment, materials, space will be made available to ensure the most suitable and effective delivery.

The ILP is an informal, alternative educational programme that is designed to develop key competencies (learning, problem-solving, communications, social and personal) and offers a range of activities suitable to the needs, interests and abilities of the young person. These range from fishing to museum trips or visiting theme parks. These sessions have proven to be the most productive, rewarding and beneficial in terms of building self-esteem and positive relationships.

Inclusion Arrangements

All EP young people have access to all aspects of school life and the curriculum and are encouraged to participate fully.

Parental Involvement

All parents/carers are involved from the beginning of a young person's participation with EP. They are visited by the Head and the Centre Manager following the acceptance of a referral, and they are given a parent pack that provides them with key information about the provision. Parents/carers are also provided with the weekly individualised timetable for their child.

EP aims to work in partnership with parents/carers. They are kept informed of progress, achievements and any issues arising, and they are invited to contribute and discuss concerns and progress at all stages; their views and responses are recorded.

EP has found the most purposeful means of communication is by meeting with parents and through direct telephone contact. Meetings are held in private offices or home visits are often arranged. EP

includes parents/carers in the accessibility plan, and aims to improve access to information, the premises and the curriculum.

Monitoring and review

This policy is monitored on an ongoing basis as new developments are introduced and with changes to personnel or to systems. It is reviewed annually by the management team as part of EP's annual cycle of review.

The effectiveness of EP's provision is evaluated annually against key performance indicators and feedback from key stakeholders.

Dealing with Complaints

If parents/carers are concerned about the provision, they are signposted to EP's complaints procedure provided in the parent pack and on the website.