



Educational Diversity

SEND Policy

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'With **confidence** we learn, through **challenge** we grow, with **commitment** we achieve, together we take **control** and realise our dreams'



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1. Legislative Framework

Educational Diversity's SEND policy for students with Special Educational Needs or Disabilities is governed and informed by the statutory framework set out in the :

- **Special Educational Needs and Disability (SEND) Code of Practice: 0-25 2014**
- **Equality Act 2010**, which sets out school's responsibility to ensure that students are not unlawfully discriminate against because of their sex, race, disability, religion or belief or sexual orientation.
- **Children's and Families Act 2014**, which sets out schools' responsibilities for students with SEND and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out the school's responsibility for education, education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND Information report.

The Management Committee Affirms the Following Principles:

- The education of all children is of equal value, irrespective of learning difficulties or physical disabilities.
- All staff are expected to include and engage children with special educational needs and disabilities.
- All children with special educational needs and disabilities have the opportunity to join in mainstream activities with their peers; so long as those are appropriate for the child concerned, remain compatible with the education of other class members and comply with the need for efficient deployment of school resources.
- Staff are committed to a partnership with parents and relevant external agencies with the intention of addressing the needs of children who have been clearly identified and assessed.

2. Professional Structures

Whilst the Head Teacher ensures the effective implementation of the SEND Policy. The SENDCO Team at Educational Diversity are responsible for coordinating, monitoring and evaluating the provision for additional educational needs (special educational needs, the needs of those with disabilities together with able and gifted needs) across Educational Diversity.

This is achieved in collaboration with staff by:

1. Monitoring, evaluating and reporting on provision for children with additional needs.
2. Identification and delivery of enhanced learning provision for children and training for teachers and support staff.
3. Oversight and maintenance of resources for SEND.
4. Effective partnerships with parents and external agencies, including regular meetings with parents/carers and consistent communication.

3. SEND Definitions

Definition of SEND as detailed in the SEND Code of Practice (2014)

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) has a disability which 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 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or different from that made generally for children of the same age by mainstream schools, post -16 institutions.

Special educational Needs Code of Practice 2014 (introduction xiii–xv page 4)

Definition of Disability as detailed in the Equality Act 2010

A person has a disability if he has physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Equality Act 2010 C.15 Part 2 Chapter 1 Section 6

Educational Diversity will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents / carers are informed by the school that SEND provision is being made for their child.

4. Identification of Students with SEND and Assessing Their Needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. These include:

- Cognitive Ability Testing (CAT),
- Reading Comprehension (New Group Reading Test),
- Dyslexia Screener,
- Pupil Attitudes to Self and School (PASS),
- Progress in English, Maths & Science (KS2&3 only),
- BKS English & Maths (KS4 only).

Further assessments may be carried out by the SENCO should they be deemed necessary.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. However slow progress and low attainment will not automatically mean a student is recorded as having SEND. 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 student and their parents. We will use this to determine the support that is needed and adapt our curriculum offer as appropriate.

Whenever possible, special educational needs and disabilities are met within the classroom through use of appropriate teaching strategies, sometimes with additional in-class support. It may be necessary for some children to be withdrawn from some mainstream classes for the purpose of attending individual or small group work. Such support may be provided by teaching staff or external agencies working closely with Educational Diversity.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

All of our children are monitored under the Code of Practice through SEN Support as follows:

- An Individual Learning Plan (ILP) is created and shared with all those working with a child.
- Progress is monitored on a regular basis and parents/carers contacted at least three times a year to ensure they are fully involved in the support measures being used by the school.

If there is continuing concern about progress the school will:

- Identify fresh targets following liaison with staff, external agencies and parents.
- Look to amend the provision to address ways of achieving the fresh targets.

An Education, Health, Care Plan (EHCP) may be appropriate where there is evidence of complex needs. Requests for statutory assessment are made via the Local Authority (LA) and may be requested by the school or parents. This may or may not result in the issuing of an EHCP. The process takes 20 weeks and will include assessment of need by the LA.

Both Educational Diversity's SEND Information Report and the LA Local Offer are key documents to inform decisions about needs and provision (including involvement of outside agencies) and to monitor the progress of individual children .

5. Educational Diversity's SEND Team

Gemma Hartley is the Special Educational Needs Co-ordinator for Educational Diversity. She coordinates the SENDCo team consisting of Vivien Counsell-Thomas (Yr 11 SENDCo) and Andy Brooke (Pegasus). All SENDCos hold the National Award for SEN Coordination (SENCo Award).

The main features of the role of the SENDCo team are:

- The day to day operation of the school's SEND Policy;
- Administration of the SEND assessment procedures within the school;
- Co-ordinating reviews (including Annual Reviews for those children with an EHCP) for identified children;
- Liaising with parents/carers
- Liaising with external educational and non-educational agencies;
- Co-ordinating the children's Individual learning Plans (ILPs);
- Monitoring progress;
- Supporting staff in planning and implementing interventions for children with SEND;
- Contributing to the in-service training of staff.

6. Inclusion of Children who are Able, Gifted and/or Talented

The term 'Able and Gifted' refers to children who have a broad range of achievement at a very high level. Those children who are able and gifted have very well-developed learning skills across the curriculum. The term 'talented' refers to children who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning. 'Able and gifted' tend to pertain to academic subjects only and 'talented' to non-academic subjects such as:

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities music, dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy
- Creativity artistic, musical, linguistic

We respect the right of all children admitted to Educational Diversity, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active and responsible adults.

7. Development, Monitoring and Review

We plan to:

- Monitor, evaluate and review our SEND policy and provision on a regular basis led by the SENCo Team
- Support staff to identify SEND appropriately by providing regular training.
- Ensure that students' needs are dealt with sensitively and effectively and seek feedback from students.

Review Date October 2023

Appendix 1- Categories of Needs Definitions

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all areas of the different aspects of speech, language or social communication at different times of their lives.

Department of Education (2015)

Speech, Language and Communication Needs (SLCN)

Children with SLCN cover the whole ability range. children may have difficulty in understanding information conveyed through spoken language. Their acquisition of speech and oral language skills may be significantly behind their peers and their speech may be poor or intelligible. Children with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Please note that children whose first language is not English should not be recorded as SLCN unless they also have a special educational need in this area.

Department of Education and Skills (2003)

Autism

Children with autism are described as having persistent difficulties with social communication and social interaction. Children often have restricted and repetitive patterns of behaviours, activities or interests which include sensory behaviour. These behaviours are present since early childhood and may limit and impair everyday functioning.

American Psychiatric Association (2013)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Department of Education (2015)

Moderate Learning Difficulties (MLD)

children with MLD will have attainments well below expected levels in all or most areas of the curriculum,

despite appropriate interventions. Their needs will not be met by normal differentiation and

the flexibilities of the National Curriculum. Children with MLD 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 underdeveloped social skills.

Department of Education and Skills (2003)

Severe Learning Difficulty (SLD)

Children with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and coordination, communication and perception and acquisition of self-help skills. Children with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some children may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills.

Department of Education and Skills (2003)

Profound and Multiple Learning Difficulty (PMLD)

Children with PMLD have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Children require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some children communicate by gesture, eye pointing or symbols, others by very simple language.

Department of Education and Skills (2003)

Specific Learning Difficulties (SpLD)

SpLD is an umbrella term which indicates that children display differences across their learning. Children with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their skills in these areas is below their performance in other areas. Children may also have problems with short term memory, organisational skills and coordination. Children with SpLD cover the whole ability range and the severity of their impairment varies widely.

Department of Education and Skills (2003)

Dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off

points. Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention. *Rose (2009)*

Dyscalculia

Developmental Dyscalculia is a specific learning difficulty that is characterised by impairments in learning basic arithmetic facts, processing numerical magnitude and performing accurate and fluent calculations. These difficulties must be quantifiably below what is expected for an individual's chronological age and must not be caused by poor educational or daily activities or by intellectual impairment.

American Psychiatric Association (2013)

Dyspraxia

Children with dyspraxia are affected by difficulties in controlling or coordinating movement. These coordination impairments can make it difficult for children with dyspraxia to write, type and engage in many activities required on a daily basis. In some cases it can also affect a child's speech.

O'Connell (2015)

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Department of Education (2015)

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Department of Education (2015)

Visual Impairment (VI)

VI refers to a range of difficulties from partial sight through to blindness. Children with visual impairments cover the whole ability range. For educational purposes, a child is considered to be VI if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Department of Education and Skills (2003)

Hearing Impairment (HI)

Children with HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

Department of Education and Skills (2003)

Multi-Sensory Impairment (MSI)

Children with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Children should only be recorded as MSI if their sensory impairment is their greatest need.

Department of Education and Skills (2003)

Physical Disability (PD)

There is a wide range of physical disabilities and children cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly a medical diagnosis does not necessarily mean a child will have SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability which can impact on mobility, such as cerebral palsy, spina bifida and muscular dystrophy. Children with physical disabilities may also have associated sensory impairments, neurological problems or learning difficulties.

Department of Education and Skills (2003)