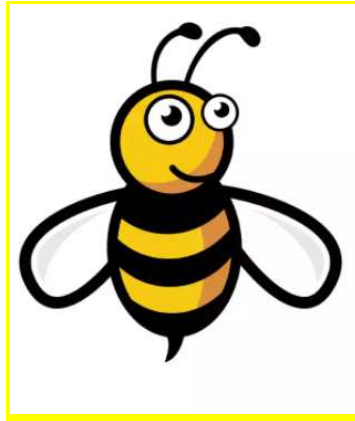


Special Educational Needs & Disability (SEND) Policy

SEND



Special Educational Needs & Disability Policy

Lead Tutors
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Updated January 2021

This policy will be reviewed as part of the ongoing audit practice and
development within the school.
Next Review Date: January 2022

Special Educational Needs & Disability (SEND) Policy

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

Hive Tutoring provides a broad and balanced curriculum for all children. The National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers and tutors set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements may arise as a consequence of a child having special educational needs. Teachers and tutors take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that

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curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.4 Definition of Special Educational Needs & Disability

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of the children of the same age; or
(b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority,

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; 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 that they will be taught. (EAL)

2 Aims and Objectives

2.1 The aims of this policy are:

- To promote equal opportunities for all children whatever their gender, background, race or abilities.
- To provide a culture, practice, management and deployment of resources in our school that is designed to ensure all children's needs are met.
- To ensure that the Special Educational Needs of children are identified, assessed and provided for as early as possible.
- To exploit best practice when devising interventions.
- To ensure parents work in partnership with our school.
- To ensure we work in partnership with other Special Education Professionals and outside agencies.
- Take into account the wishes of the child concerned, in light of their age and understanding.
- To ensure that interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- To identify the roles and responsibilities of staff in providing for

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children's Special Educational Needs.

- To support teaching staff in all areas of SEND provision.
- To enable all children to have full access to all elements of the National Curriculum.

2.2 The objectives of this policy are:

Policy Objective	Monitoring
<ul style="list-style-type: none"> • Early identification, assessment and provision to meet individual learning needs of pupils experiencing difficulties in their learning. 	<ul style="list-style-type: none"> • Analysis of SEN records; numbers on register, range of needs, range of support. • Records of advice sought from outside agencies.
<ul style="list-style-type: none"> • Monitoring, recording and reporting on the progress of pupils with learning difficulties. 	<ul style="list-style-type: none"> • SEN register: movement of pupils. • Comparison of NC data and other baseline information. • Test results • Raise on Line comparison data.
<ul style="list-style-type: none"> • Monitor and evaluate the effectiveness of this policy on pupil's learning. 	<ul style="list-style-type: none"> • Any positive change in behaviour or attainment. • Reading ages, test results, • Movement of children up or down within the graduated response model. • SEN Monitoring Documents (Provision Map)

3 Educational Inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

These needs are met through the roles and responsibilities of all staff at Hive Tutoring. (See Sections 5.3 and 5.5)

4 Special Educational Needs & Disability

4.1 Children with Special Educational Needs have learning and/or

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emotional difficulties which call for special provision to be made. Or they may have a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. All children may have special needs at some time in their lives.

4.2 SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

4.3 Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational

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provision they will also be covered by the SEN definition.

4.4 Supporting Pupils with Medical Conditions

Hive Tutoring recognises that pupils attending with medical conditions should be

properly supported so that they have full access to education. Some children with medical conditions may be disabled and where this is the case Hive Tutoring will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Hive Tutoring has a policy for Supporting Pupils with Medical Conditions, our First Aid & Medicines policy, which can be found under the 'School Policies' tab on the website.

4.5 The Code of Practice recognises a graduated response, as early as possible, to pupils with SEND is identified as being essential in providing the best provision possible for these pupils. 'Identifying and Supporting Special Educational Needs in Salford Schools and Setting' descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

4.6 Role of the educational provider:

- We must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

5 Roles and Responsibilities

5.1 The Role of the Lead Tutor.

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The Lead Tutor :

- Has responsibility for the day-to-day management of Hive Tutor sessions, including provision for children with special educational needs.
- Allocates SEN staff meeting time weekly.
- Collaborates with SEN Tutors to establish procedural guidelines for all staff to follow.

5.2 The Role of the Teacher

Teachers respond to children's needs by:

- Providing support for children with additional needs; communication, language and literacy, mathematics, physical, emotional, medical etc.
- Providing children with resources (scaffolds, planning grids, word mats) in order to access the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences, using a multi-sensory approach and taking pupils preferred learning styles into account. For further information please refer to The Dyslexia policy.
- Planning for children's full participation in inclusive learning in all subjects.
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individual pupils to manage their emotions, particularly trauma or stress, and to take part in learning
- Seeking advice about children with particular needs
- Identifying and assessing children causing a concern through constant monitoring of individual progress
- Sharing evidence of concerns with Lead tutor.
- Liaising with the parents of children with SEN at least once a month.

6 Identification, Assessment and Provision

6.1 Early identification is vital. The Hive teacher or tutor informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. We call this School Concern.

6.2 The Hive teacher and the Lead Hive Tutor assess and monitor the children's progress in line with existing Hive Tutoring practices.

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The Hive teacher and the Lead Tutor can break down the assessment into smaller targets in order to aid progress and provide detailed and accurate indicators. We aim to include SMART targets when writing an IEP.

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

But there will be occasions when less measurable but assessable targets that record progress would be more appropriate.

- **Monitoring:** The Hive teacher or tutor identifies a concern about the progress of a child and consults with the Lead Tutor. The parents are notified about the teacher's concerns. Interventions may be put in place depending upon the individual needs of the child. When reviewed, if the intervention does not enable the child to make satisfactory progress then a decision may be made to place the child on the SEN Register.
- The triggers for being placed on the SEN Register could be that, despite receiving an individualised programme and/or concentrated support the child:
 - Continues to make little or no progress in specific areas over a long period
 - Continues working at National curriculum levels substantially below that expected of children at a similar age
 - Continues to have difficulty in developing literacy and numeracy skills
 - Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme
 - Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
 - Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

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6.3 Adequate progress can be identified in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's well-being and/or behaviour

7. Confidentiality and Information Sharing

7.1:

- Our Special Educational Needs records are kept confidential.
- Any electronic information about our children is password protected and /or encrypted. For further information refer to our Data and Security Policy, & E-Safety Policy.
- There are times when other adults need to be informed of a child's particular needs – whether medical, physical, behaviour etc. In these cases it is in the best interests for information to be shared so we can have a unified approach to provision. Such occasions may be:-
 - Other SEN Professionals, Education Psychiatrist, Physiotherapists, Medical Professionals.

In these cases only the information that is necessary will be shared

8 Access to the curriculum

8.1 All pupils will have access to a broad and balanced curriculum including the Foundation Stage and the National Curriculum. This will be matched to the pupil's level of ability so that they:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers and tutors use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning

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objectives. We differentiate work appropriately; an adaptation/modification may be made in presentation, content and/or context to complete a task and each child's learning style is taken into account with a multi-sensory approach used wherever appropriate. Assessment for Learning is embedded in the Hive. We use assessment to inform the next stage of learning and involve the children in evaluating their own work and being aware of their targets.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the Hive. We generally aim to include SMART targets when writing a learning plan. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

8.5 Attainment

We are proud that our SEN pupils attain well.

9 Pupil participation

9.1 In the Hive we work extremely hard to provide and teach strategies to all the children that will empower them to understand what they know already and celebrate this, but also to know and understand the steps for further improvement. We do this through our Assessment For Learning and Target Setting Procedures. The targets the children are set are communicated very clearly to the child and negotiated taking in the views of the individual child.

9.2 Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (As noted in articles 12 and 13, The United Nations Convention on the Rights of the Child.) We are aware as a learning provider that all children have rights.

9.3 Children with SEN have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. The principle of seeking and taking account of the ascertainable views of

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the child is an important one, therefore we record the views of the child annually in a Pupil Evaluation at the start of their Hive Tutoring journey for all SEN pupils (see Appendix 2). The pupil comments upon their ability in different subjects, or behaviour and they set targets for themselves with the Hive teacher or tutor. At the end of this academic year the pupil evaluates their progress. As a staff we are aware that the child's perceptions can be invaluable to us and other professionals in reaching decisions. From an early age we actively involve children, at an appropriate level, in a discussion about themselves, their likes, dislikes, abilities and what they would like to improve on, asking for suggestions of how they could do this.

10 Pastoral Care & Safeguarding

10.1 Pastoral

At the Hive Tutoring we recognise that children may have emotional or behavioural needs which require support. We recognise that children with SEND may be more vulnerable.

10.2 Safeguarding

- At Hive Tutoring we recognise that children with SEND are more vulnerable to abuse from adults/peers than others. Whilst we monitor all pupils both academically and pastorally, we identify 'Vulnerable Pupils' as early as possible so they can be tracked and monitored.
 - We recognise that children with SEND may be more vulnerable to 'risks' in regard to Child Protection and Safeguarding issues.
 - Adults are to be more aware and extra vigilant in monitoring and supporting these pupils.
 - We follow Safer Recruitment Practice Guidelines and have CRB checks for all adults working in school with children etc. For further information refer to the Safeguarding & Child Protection Policy.
 - Interventions at request- Circle of Friends, Anger Management, Self Esteem activities.

11 Partnership with parents

11.1 To make communication as effective as possible the teachers and tutors aim to:

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- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers

12 Complaints

Hive Tuition has a complaints procedure which applies to complaints about SEND provision. This can be found on the website under the "Policies" tab.

13. External Agencies: Working with other providers of support

We aim to provide an integrated service for the child. We aim to keep all other providers of support fully informed about the action taken in support of the child. We also actively seek the advice and information of other professionals about their knowledge of a child with SEN.

14. CPD

The Leadership team at Hive tutoring is proactive in sharing knowledge with staff so that provision for our SEN pupils is of high quality.

This policy will be regularly reviewed as part of the on-going audit practice and development within the educational sector. l

Date: January 2021

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