**Special Educational Needs and Disabilities Policy**

This policy is written in line with the requirements of:

* Part 3 of the Children and Families Act 2014
* Special Educational Needs and Disability Code of Practice 2014
* The Special Educational Needs and Disability Regulations 2014
* The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
* The Order setting out transitional arrangements, Section 137
* The Equality Act 2010

**Definition of SEND**

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. At Glow Education Project we will use our best endeavours to ensure that such provision is made for those who need it.

The SEND Local Offer is a resource designed to support young people with special educational needs and/or disabilities and their families.

**Special educational need provision at Glow Education Project**

As each learner is unique, we aim to provide an education which enables each learner to fulfil their potential within a context of respect and tolerance for the differing needs and strengths of each individual.

Glow Education Project is an alternative education provision. We are committed to a graduated approach to our SEN provision. At the core of that provision is the fact that teachers are responsible for ALL students’ progress.

*‘All children and young people are entitled to an education that enables them to make progress so that they:*

* *achieve their best*
* *become confident individuals living fulfilling lives, and*
* *make a successful transition into adulthood, whether into employment, further or higher education or training’* (CoP 2014)

At Glow Education Project we will work with the local authority and the referring school to make provision for frequently occurring special educational needs without a statement of special educational needs / Education, Health and Care Plan, for instance Specific Learning Difficulties, Moderate Learning Difficulties, Speech, Language and Communication Needs, Autistic Spectrum Disorder, Social, Emotional and Mental Health Needs, Visual Impairment, Hearing Impairment and Physical Disabilities. There are other kinds of special educational need which do not occur as frequently and we will work with the referring school to try to ensure that these kinds of needs can be met.

Glow Education Project will also work with the referring school to meet the needs of learners with a statement of special educational need / Education, Health and Care plan.

The admission arrangements for students without a statement of special educational needs/Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow our usual admissions procedures.

**Identification and assessment of learners with SEN**

At Glow Education Project subject teachers monitor the progress of all students regularly to review their progress. We also use a range of assessments with all the students at various points including continuous assessment of reading and spelling ages.

We conduct a baseline assessment which, together with prior attainment and information from the referring school, allows us to identify students who may require SEN support. The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This extra support will be managed by the referring school where the learner is still on role. Examples of extra support are:

* 1-2-1 Teacher support
* Small group interventions for reading – catch up literacy, group reading and fresh start phonics
* Numeracy Intervention – catch up and booster
* Homework club
* Paired reading
* Anger management
* Emotional support

There are learners that after specific interventions, may continue to make insufficient progress. For these learners, and in consultation with parents and the referring school, strengths and weaknesses are identified and used to identify an appropriate individualised learning plan. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the learner to make better progress. These will be shared with parents and reviewed regularly, and refined / revised if necessary.

We will ensure that all teachers and support staff who work with the learner are aware of the support to be provided and the teaching approaches to be used.

Glow Education Project offers additional support to families through liaison with the Community Educational Psychology Service (CEPS), the Inclusive Education Service (IES), the Sensory Team, the Autism Team and CAMHS.

**Evaluating the effectiveness of the provision**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the learner, parents and teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. The SEN Code of Practice (2014) describes adequate progress as:

* Similar to that of children of the same age who had the same starting point
* Matches or improves on the student’s previous rate of progress
* Allows the attainment gap to close between the student and children of the same age

For learners with a statement of special educational needs / Education, Health and Care Plan there will be an Annual Review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

**Assessing and reviewing the progress of students with special educational needs**

Every learner at Glow Education Project has their progress tracked regularly. In addition to this, learners with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made, the learning plan map and planned outcomes will be reviewed and adjusted.

**Teaching learners with special educational needs**

*‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’* (SEN CoP, 2014)

*‘High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.’* (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of learners. Some learners need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching and small group teaching.

We will work with the referring school to make arrangements to support learners with medical conditions. Individual Healthcare Plans will normally specify the type and level of support is required to meet the medical needs of such learners. Where students also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the Healthcare Plan. We will have regard to the statutory guidance supporting students with medical conditions.

Glow Education Project has a consistent approach to managing behaviour. There is a rewards system in our Behaviour Policy which rewards students for positive behaviour. Rewards include praise, positive monitoring comments and vouchers. Where behaviour does not meet our expectations we use a stepped approach including warnings and detentions. We also promote good behaviour by using appropriate teaching methods, differentiating for learners’ needs and providing positive lunchtime activities. We seek to avoid exclusions by early identification and support of learners’ needs and by good communication with parents.

We recognise that students with SEND may experience additional barriers to achieving good attendance. We seek to maximise attendance by consistently promoting the importance of excellent attendance, by acting promptly to resolve any issues of concern to learners or family.

**Adapting the curriculum and learning environment for students with special educational needs**

At Glow Education Project we follow the advice in the National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs in conjunction with the referring school. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

*The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement.* (Code of Practice 6.11)

**Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum**

All trips and activities offered to learners at Glow Education Project are available to learners with special educational needs. For some learners ‘reasonable adjustments’ may need to be made. This is always done in partnership with parents/carers.

**Support that is available for improving the emotional and social development of students with special educational needs**

We try to enable all learners to develop emotional resilience and social skills through direct teaching and through the conversation adults have with learners throughout the day. We also provide support such as pastoral support, external referral to CAMHS, a safe space for learners to use when upset or agitated, time out for learners and positive reports.

We are always interested in hearing parents’/carers’ and learners’ views. At all times we encourage learners to talk to a staff member if they need help. Young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social times.

**Specialist equipment**

Specialist equipment will be considered on an individual basis where appropriate.

**Consulting with parents**

All parents/carers of learners at Glow Education Project are invited to discuss the progress of their learner at review meetings and parents/carers of learners at Glow Education Project receive a summary report in addition to an annual report. We are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all learners will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If following this normal provision improvements in progress are not seen, Glow Education Project will contact the referring school and parents/carers to discuss this and what we will be doing to help us to address these needs better. Parents/carers will be actively supported to contribute to assessment, planning and review. In addition to this, parents/carers of learners with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents/carers.

**Consulting young people with special educational needs**

When a learner has been identified as having special educational needs because special educational provision is being made for him or her, the learner will be consulted about and involved in the arrangements made for them as part of person-centred planning.

**Complaints**

Complaints regarding special educational needs will be dealt with in the same way as complaints about the provision. We encourage parents/carers/learners to make an informal complaint in the first instance before making a formal complaint. Please see our External Complaints Procedure.

**Support Services for the parents of students with special educational needs**

The Parent Partnership Service provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities. The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child’s special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local Authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice. They can be contacted on:

Telephone Number: 0115 948 2888

Website: [www.ppsnotts.org.uk](http://www.ppsnotts.org.uk)

Email: enquiries@ppsnotts.org.uk

**Information on where the local authority’s local offer is published**

The local authority’s local offer is published on http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page?familychannel=8

Parents/carers without internet access should make an appointment with Glow Education Project for support to gain the information they require.

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