Special Educational Needs and Disabilities (SEND) Policy

Our approach to SEND

At St Eds we want to create an inclusive environment for all. We encourage all students to participate in learning, and we recognise the diversity of children's backgrounds. The Society is committed to helping all students realise their potential and also acknowledge that some students, for part or all of their time at St Eds, will need additional support to do this.

We aim to create a learning environment which is flexible enough to meet the needs of all our students. We monitor the progress of all learners by staff continually assessing needs and ensuring learning is taking place.

St Edmunds Society currently provides for a number of students with a range of difficulties. These include:

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Sensory and / or physical

How we identify SEND

At different times in their education, a child or young person may have a Special Educational Need or Disability (SEND). The Code of Practice defines SEND as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age: or
- 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 or mainstream post-16 institutions.'

Staff members at St Eds seek to identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents/guardians, education, professionals, health and care services. For school ages students all relevant information is sent to the society prior to the student attending. For Post-16 students this information is requested from all agencies involved, including staff and previous education providers. This information is then analysed to identify needs and consider suitability.

St Eds will adopt a graduated response to meeting SEND that requires the initial use of the working area and resources before bringing specialist expertise to assist with the difficulties that a student is experiencing. When a student is identified as having SEND, the society will

intervene appropriately. Such interventions are a means of helping the society and parents match special educational provision to individual student needs.

Teaching students with SEND

Staff at St Eds will explore all information around students with SEND prior to them joining the society. Staff will have discussed the student's individual needs through staff meetings, EHCP paperwork and staff training and will make every effort to adapt their lessons to meet these requirements.

We will assess and apply for exam Access Arrangements according to the individual awarding bodies.

St Eds is a safe and accessible building and we do our best to make it welcoming to all members of our community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.

Types of support

SEND support will be provided using a graduated approach. This approach will follow a four-part cycle: Assess, Plan, Do and Review. Students will get support that is specific to the individual needs. This may be provided by the tutors, the welfare team and other staff in at the society or staff from outside agencies.

The student's tutor will monitor their progress. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress. Targeted and highly personalised strategies can reduce the barriers to learning and support the student to make progress. Support is also offered throughout the day from teaching staff and the pastoral team. This is carefully coordinated to ensure that a student is making progress.

If a student has been identified as needing more specialist input in addition to good teaching and intervention strategies, referrals will be made to outside agencies to advise and support the society in enabling the student to make progress.

Specific individual support is usually provided via an Education, Health and Care Plan (EHCP) This means your child will have been identified as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the School.

The Society may work with the previous school, college or Local Authority to request an Education, Health and Care Needs Assessment where appropriate. This is a legal process, more details about this is in the Norfolk Local Offer (see Introduction, above). After the Society has sent in the request, the LA will decide whether they think the student's needs seem complex enough to need a Statutory Assessment. If this is the case, they will ask for all professionals involved with the student to write a report outlining the student's needs and ...the Local Authority may decide to undertake an Education, Health and Care (EHC) Needs Assessment. If appropriate, an Education, Health and Care (EHC) Plan will be issued setting out the student's needs, outcomes and the provision required.

If this is not the case, they will ask the Society to continue with the support through the graduated approach and also set up a meeting at the Society to ensure a plan is in place to ensure the student makes as much progress as possible. The document will outline the support the student will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for the student.

Supporting students with emotional or social needs

At St Eds we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a tutor who will (in most cases) remain with them as they progress through the centre. This provides continuity and builds a strong relationship between tutor and students as they work together. The welfare team work closely with tutors to ensure that appropriate support is provide. They also work closely with students providing support and offering referrals.

We also work with the following external agencies:

- Nelson's Journey
- MAP
- CAMHS
- The Wellbeing Service
- Educational Psychologist Service Assessing students for Dyslexia and Dyspraxia
- Clinical Psychologist
- Sensory Support Team Auditory
- Youth Justice Service
- Social Services
- Norfolk Police
- The Matthew Project
- Kooth
- The Harbour Centre
- Mind

Equality

All staff at St Eds work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between

disabled children and young people with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Effectiveness of support

Young people, parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. For students without an EHCP, this review can be built in to the personalised learning strategy itself, or it can be a formal meeting, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan, the same review procedures take place, but the EHCP will also be formally reviewed annually.

The Society collates the impact data of interventions and strategies used, to ensure that we are only using interventions that work.

Analysis of SEND pupil performance data will include:

- Progress and attainment
- Number of exclusions
- Student and parent contributions to reviews
- SEND pupil attendance
- Lesson observations
- Feedback from teachers, support staff, parents and pupil

Funding for SEND

St Eds receives funding directly from the referring school from the Local Authority to support the needs of learners with SEND.

For Post-16 young people attending a Study Programme, St Eds apply in collaboration with our Post-16 Study Programme provider for High Needs Funding from Norfolk County Council.

This funding stream is from the Education and Skills Funding Agency (ESFA). It is for learners with learning difficulties and/or disabilities. It can only be used for learners attending ESFA approved providers.

High Needs Funding is allocated in accordance with current Department for Education (DfE), Education and Skills Funding Agency (ESFA) and Norfolk County Council guidance. Applications are made in partnership with the commissioning Local Authority or education provider where appropriate

Applications for Post 16 funding are completed in line with the Norfolk County Council Local Offer and in all instances a high needs funding must be agreed by the LA.

At St Eds, we work closely with Norfolk County Council who provide a number of services, known as the local offer. Norfolk's Local Offer is the door to finding information and support available for children and young people aged 0-25 with SEND and their families. In order to find out which other services are available to support children and young people.