

SEND Policy

Special Educational Needs Co-ordinator - Amelia Goodhew

Special Educational Needs (SEND) at The Positive Impact Foundation recognises that every member of the The Positive Impact Foundation community is special and has individual learning and wellbeing needs. We value the abilities and achievements of all our pupils, and we are committed to providing the best possible learning environment for each pupil. The SEND policy and practices are based on the needs of the individual student, national legislation, and Local Authority (LA) guidance. The Positive Impact Foundation will seek to implement the objectives of this policy.

Our SEND Objectives

The SEND objectives at The Positive Impact Foundation are in line with the current Code of Practice and include:

- Ensuring all pupils have access to a broad and balanced curriculum.
- Providing a differentiated curriculum appropriate to each individual's need and ability.
- Identifying pupils requiring SEND provision at the earliest opportunity in their school career and informing parents promptly.
- Ensuring SEND pupils take part as fully as possible in all aspects of their school life.
- Providing parents with regular information regarding pupil academic progress and attainment.
- Involving pupils in decisions affecting their future SEND provision, where practicable.

We recognise some pupils may have existing SEND on entry and others may experience SEND at some point in their school career. We also recognise that SEND can be temporary and can be present at different times. Our staff are committed to the principles of this policy. By implementing this policy and working collaboratively we believe pupils with SEND will be helped in managing their difficulties. This policy was created with input from pupils, parents, staff and relevant outside agencies. The final policy was issued by the Director and will be implemented in conjunction with our existing behaviour, equal opportunities, equality and complaints policies.

What are SEND?

A pupil has special educational needs if they require specific educational provision to be made. Difficulties may include:

- Pupils experiencing significant difficulty in learning in comparison with peers.
- Having a disability which prevents the pupil from accessing educational facilities.
- Pupils experiencing emotional difficulties which prevent them from engaging on a social or academic level.

Particular care will be taken in identifying SEND where lack of progress may be attributed to any of the following:

- English as an Additional Language (EAL).
- Absences due to long term illness/hospitalisation.
- Frequent geographical re-location.

The Positive Impact Foundation and its partners believes that the admissions criteria should not discriminate against pupils with SEND ensuring they be treated as fairly as all other applicants for admission.

Stages in the process of identifying and meeting special educational needs:

A pupil who is perceived by any member of staff as having SEND is reported to the SENCO with appropriate evidence, who will then investigate. The initial responsibility of care lies with tutors unless the pupil is identified as being in need of intervention, in which case the SENCO becomes responsible for co-ordinating SEND for that pupil. Early identification of pupils with SEND is a priority. The identification of all educational needs will be met through considering the following:

Information from outside school:

- Parents.
- Previous school.
- Specialists e.g. Education Psychologist.
- Information provided through extra curricular activities.

Information from within school utilising the tutors knowledge based upon:

- Observations.
- Internal tests.

- Written work.
- Oral work.
- Extracurricular activities.

Information from within school based upon the pupil's performance in:

- Public examinations.
- Standardised tests.

Additional relevant information from:

- Self identification.
- The pupil's identification by other pupils.

In some instances diagnostic testing may be required. Once identified, priority will be given to liaising with parents and tutors regarding the pupil's SEND requirements and a plan of provision will be agreed upon.

What our expectations are

Parents/pupils are expected to support The Positive Impact Foundation, wherever possible, in addressing their child's/own SEND. We believe a strong partnership with parents is essential in effectively addressing pupils' SEND and enabling them to achieve their potential. SEND pupils will be encouraged to participate in the decision making processes affecting them. We will also provide on request, details of the local parent partnership to ensure parents receive comprehensive, neutral and appropriate advice.

Our SEND policy recognises and reinforces the need for teaching that is fully inclusive. The Positive Impact Foundation will ensure appropriate provision is made for all pupils with SEND. We have adopted a whole business approach whereby pupils with SEND are, as far as is practicable, fully integrated into education. The SEND Code of Practice makes it clear that all teachers of pupils with SEND are expected to differentiate appropriately for different levels of need.

The role of the SENCO

The SENCO works within The Positive Impact Foundation and with outside agencies, and is responsible for overseeing the administration of SEND provision and supporting staff to meet pupils' needs. Contact details are available via The Positive Impact Foundation website and at the front of this policy. Every effort will be made to prioritise needs and to provide necessary provision, based on relevant evidence.

The SENCO is supported in her role by:

- The Director.
- Senior Leadership.
- The DSL's.
- All teaching staff.

In School Provision

The aim of the SENCO (and that of support staff) is to support pupils and to enable subject specialists to teach their subject to all pupils. On admission, we commit to continuity of support for pupils with existing SEND.

To ensure that all staff are aware of current pupil needs, the SENCO publishes a monthly SEND register on The Positive Impact Foundation's Google Drive. Any examination Access Arrangements are also recorded within both registers (a pupil being in receipt of Extra Time or needing to use a Laptop for example).

On the SEND register levels of provision now fall into two categories – SEND Support (instead of the previous sub categories of School Action/School Action Plus) and EHC Plans (Educational Health Care Plans) instead of Statements of SEND provision.

SEND Support

A pupil is deemed to be in receipt of SEND Support if they are unable to access the curriculum despite strategies attempted at Wave 1 of intervention – they are on either Wave 2 or Wave 3. Support may come from internal resources and external agencies working together.

Levels of provision fall into three categories – Wave 1, Wave 2 and Wave 3:

Wave 1

Pupils who are recorded as being Wave 1 may have a diagnosis of Dyslexia or ADHD but require no extra intervention – just high quality inclusive teaching.

Wave 2

Pupils who are recorded as being Wave 2 receive internal 1:1 intervention.

Wave 3

Pupils who are recorded as being Wave 3 receive specialist external 1:1 intervention.

EHC Plan

In the event of a pupil having an EHC Plan, The Positive Impact Foundation will work with all relevant agencies to ensure appropriate recommendations are duly met (in line with the recently published SEND Code of Practice – June 2014).

Strategies for SEND

The Positive Impact Foundation staff use a variety of strategies to support pupils in the widest SENDse. The main methods of provision include:

- Inclusive education with tutor support through a differentiated curriculum.
- 1:1 support.
- Opportunities for pre-teaching.

We offer targeted pupil updates to parents through regular progress reports. We provide teaching guidelines on general SEND issues, and SEND also forms part of our current staff in-house development whereby best practice is regularly shared. We support pupils individually as necessary for specific reasons, on agreed programmes, working closely with the following external agencies:

- Local Authority (LA).
- Educational Psychologist (EP).
- Specialist Teacher Services (STS).
- Medical professionals.

- Speech and Language Therapists (SaLT).
- Children, Adolescent Mental Health Service (CAMHS).
- Educating Children Out of School (ECOS).
- Educational Social Worker (ESW).
- Connexions advisors.
- Relevant charities and organisations.

We apply for special access arrangements to support pupils in examinations when necessary, where academic evidence supports this need. The SENCO regularly meets with The Positive Impact Foundation's Director to ensure that the access arrangements held are current and valid.

The progress of SEND pupils will be monitored by considering observational evidence, formative and summative assessment. This information will be shared as necessary and reviewed regularly.

Evaluating our SEND policy

Through the evaluation of this policy, we will consider the views of:

- Pupils.
- Parents.
- Teachers.
- Governors.
- External professionals.

Pupil progress will provide evidence for the success of the SEND policy. This will be analysed through consideration of pupils meeting, the targets set within our review and evidence gathered through dialogue with pupils.

We consider the SEND policy document to be important and, in conjunction with WCC, will review it annually. The outcomes of the review will ensure the policy is current and that it continues to inform the Director.



Policy Document SEND Policy

Updated: J Armson/L Grant

Date: April 2024 - to be reviewed April 2025

Signed by Director

J. Armson

James Armson