



Island Learning Centre

Special Educational Needs Policy (SEND)

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1. Introduction

1.1 Special Educational Needs (SEN)

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (January 2015) 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 (date January 2015)
- Statutory Guidance on supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Children and Families Act 2014
- 1993 Education Act, section 156
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEND Review – right support, right place, right time 2022

Key personnel:

Head teacher - Andrew Hatherley

Co-ordinator (SENDCo) – Alison Sheen

1.2 Definitions

A child or young person has **special educational needs (SEN)** if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

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.’

1.3 The Island Learning Centre (ILC)

The Island Learning Centre is a Pupil Referral Unit (PRU) commissioned by the Local Authority (LA) to provide education for students who either have been permanently excluded from secondary settings or are at risk of being so. We deliver an extensive range of preventative work on site and work closely with schools with an aim to successfully transition students back into a mainstream setting.

1.4 Island Learning Centre seeks to be:

- An environment that positively supports change and nurtures potential.
- An environment where students can learn to raise their self-awareness, self-belief and self-esteem and achieve well academically, personally and socially.
- A model of effective learning and teaching and the management of behaviour

- A provider of alternative provision for students with SEND including SEMH

1.5 Island Learning Centre Ethos:

At The Island Learning Centre, we aim to raise the aspirations of and expectations for all students. We aim to achieve inclusion of all children, whilst meeting their individual needs. In order to achieve this, it is essential for us to build trusting relationships with all students, enabling them to feel safe and secure. Only then will our students be able to learn and develop effectively, accepting challenge and support.

The Centre provides a positive and calm ethos and a broad, balanced curriculum in order to enable the children to work towards the development of life skills and aspirations for everyone through a range of engaging and enjoyable activities. The PRU environment is welcoming, attractive and stimulating, supporting the needs and development of learning of our students. We focus on individual progress as the main indicator of success.

1.6 Policy Aims

- To enable all of our students to re-engage with learning through regular positive learning experiences, building confidence and success.
- To secure high levels of achievement for all.
- To provide broad curriculum access for all.
- To meet individual needs through a wide range of provision.
- To ensure a high level of staff expertise is available to meet student need, through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all of our students.
- To promote students' self-esteem and emotional well-being and help those to form and maintain worthwhile relationships based on respect for themselves and others.
- To identify and transition students to appropriate long-term provision and post 16 providers.

1.7 Policy Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO)
- To ensure that the SEN Inclusion Policy is fully embedded
- To provide support and advice for all staff working with students with special educational needs.
- To work in partnership with students, parents, carers, schools, and external agencies.

2. **Identifying Special Education Needs**

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all students. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for

children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the student into a category. It is also important to identify the full range of needs, not simply the primary need of an individual student.

2.1 The Code of Practice (refers to four broad areas of need):

2.1.1 Communication and Interaction:

These children have a 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. For example, children with Autistic Spectrum Disorders (ASC), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

2.1.2 Cognition and Learning:

Children with learning difficulties learn at a slower pace than their peers, even with appropriate Differentiation/ adaptive teaching in place. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

2.1.3 Social, Emotional and Mental Health:

Children may experience a wide range of social and emotional difficulties that 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

2.1.4 Sensory and/or Physical Needs: -

Some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Students at the ILC have been permanently excluded from their mainstream setting, or are at risk of exclusion, or 'hard to place' due to the nature of their needs. Therefore, all of our students have SEN under the category of social, emotional and/or mental health needs (SEMH). Additionally, many of our students have specific needs within other categories. Accordingly, we regard all our students holistically and ensure the provision we offer addresses all aspects of SEN and meets the needs of the 'whole' child.

3. Managing Students' Needs:

3.1 Each student with SEND has an individual plan that is tailored to meet their particular needs:

- All of our students are as a minimum, classed as 'SEN Support.' Some students may attend with an Educational Health and Care Plan (EHCP) in place or in process.
- All students on our roll are therefore on our SEN register. Our role is to take action to remove the barriers to learning and put effective special educational provision in place for all students.

3.2 Before considering any additional approaches to SEN, our first step in meeting students' needs is through Quality First Teaching (QFT). High quality teaching, that is adapted for different students, is fundamental in responding to students who have SEND. This requires thorough and robust planning. Through QFT, the class teacher is responsible for providing for all students in their class, engaging, personalised, and appropriately challenging learning experiences that extend all our students in their development. Any additional planned intervention is for accelerating the progress and development of the students in their class, including where students access support from teaching aimed to supplement, not replace QFT. The class teachers are responsible and accountable for assistants and specialist staff.

3.3 To ensure the consistency of QFT, the quality of teaching is regularly reviewed by SLT and the Headteacher. This is conducted through formal lesson observations, learning walks, work scrutiny, and data analysis. Training is provided to ensure that all staff have a secure understanding of the most frequently encountered types of SEND within our setting.

3.4 Prior to arrival at the Island Learning Centre the referrer (either home school or the Local Authority) will be asked to provide SEND information including all relevant documentation.

3.5 On arrival at the centre students will complete an induction period that will allow the Island Learning Centre to baseline assess and screen students to identify additional provision that will be required to support each individual.

3.6 Staff will be offered ongoing training to ensure they can support the needs of the students. If the needs of the students cannot be met within the Centre, specialist external support will be sought.

3.7 Members of the team have specific expertise in supporting students with emotional literacy and offer on- site therapeutic support. Whole staff training on Attachment, Sensory Needs, SLCN and Emotional Regulation have been accessed.

3.8 In addition to SEN the Island Learning Centre will also consider other factors, in particular those students who fall into vulnerable groups. Particular care is taken when identifying and assessing SEN for children whose first language is not English and LAC.

- All Students are monitored regularly in order to assess progress and any identified examination access arrangements are applied for as appropriate.

3.9 Where students have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology
- Learning Support
- Speech and Language Therapy Service
- ADHD Autism specialists
- Occupational Therapy Team
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Mental health support service
- Medina House SOS Outreach Team
- Inclusion

4_ A Graduated Approach:

In Centre, students have access to teaching within small groups by a highly specialised team of teachers and support staff who adhere to the Assess, Plan, Do , Review process. Teaching staff are responsible and accountable for the progress and development of students in their class, including where students receive additional support from teaching assistants and other specialist staff.

4.1 Early Identification:

Early identification of needs is a priority. The Island Learning Centre will use appropriate screening and assessment tools, and ascertain student progress through:

- Liaison with schools.
- Liaison with parents and outside agencies.
- Liaison with staff.
- Evidence obtained by observation/ assessment.
- Their progress in relation to their starting point within the Centre.
- Student progress in relation to their peers in mainstream.
- Standardised screening or assessment tools.

4.2 Student screening

All students are screened on admission to the Island Learning Centre. In addition within induction sessions a variety of individual and group diagnostic assessments are undertaken to identify more specific areas of difficulty with learning in detail. The Centre can refer students to an appropriate specialist for more detailed assessment and diagnosis (e.g., Hampshire Educational Psychologist Service).

The Island Learning Centre will work in conjunction with the home school to make an Education, Health and Care Plan (EHCP) Request for Assessment if they feel that this is necessary.

The Island Learning Centre offers support through the Outreach provision to SENCO's in the Island's mainstream Secondary Schools.

4.4 SEN Support

- Students are placed in small teaching groups and subject teachers will include appropriate interventions within the classroom, e.g., task sheets for phased learning, key words sheet, visual schedule, checklist, access to laptop.
- If a student continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed.
- The teacher and the SENDCo look at the evidence of inadequate progress and decide upon strategies that are additional to, or different from, those already being provided in the classroom to help the student to make progress.
- Students requiring further interventions will be supported with additional programmes specifically designed to enable them to make progress. These interventions will be closely monitored.
- All students have a student Passport which highlights the students voice and specific needs.
- EHCP's are reviewed annually with all involved professionals, parents/carers and the child.

- At the EHCP review decisions are made about the future actions that may be taken to meet the students' needs. These may be:
 - to reduce the amount of help.
 - to continue with the existing level of help with new targets being set.
 - to increase the level of intervention if there has been little progress or change
 - of circumstance.
 - to identify appropriate long-term provision and plan for Transition.
- If a student continues not to make adequate progress additional support may be sought from external agencies, e.g., Educational Psychologist. Any support strategies, which are additional to or different from those previously tried, will form the basis of future student information sheets.
- Parents/carers play a particularly important role. Their permission must be sought when asking for specialist help. 'Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.'

5 What happens if the Island Learning Centre has a concern about a student:

- 5.1** If a teacher is concerned about some aspect of a student's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine.

'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. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

If the student is experiencing learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that student.

If a student is demonstrating behavioural problems, the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the student overcome the problems. Accordingly, Teachers can request additional support through discussion with the SENDCo. Training is given around inclusive classroom practice and strategies for ASC, ADHD and Emotional Regulation.

When a teacher is concerned about a student's physical or mental well-being, they will share their concerns with appropriate professionals in centre, and a decision as to how best to support the students will be made. This may include onwards referrals to external agencies.

- SEMH is clearly recognised in Centre as SEN.
- Whatever the nature of the concern, staff will communicate with the parents or carers of the child to discuss the concerns and to ask for their support in resolving the problem.

6. Supporting students and families

6.1 The Island Learning Centre endeavours to work in partnership with our parents and carers, reaching out to all our families, aiming to provide them with and signpost to the necessary support and care.

6.2 We aim to develop partnership working by:

- Making parents/carers feel welcome
- Creating strong communication pathways
- Providing information to parents/carers in an accessible manner
- Encouraging parents/carers to inform The Island Learning Centre of any difficulties they perceive their child as having, or of other needs to be addressed
- Ensuring that ILC staff will listen actively and respond appropriately
- Keeping parents/carers informed on their child's day to day progress via emails, face to face conversation, postcards home or via a phone call
- Focussing on the child's strengths and successes as well as areas of need
- Informing parents/carers of their child's progress through reviews
- Supporting parents/carers in the decision-making process for their child around SEN provision, and particularly around future placements
- Encouraging parents/carers to discuss ways in which they and the ILC can help their child
- Making the LA Local Offer available to parents and guiding them to this information where appropriate
- Providing information about the support available from SENDIASS (SEND Information Advice and Support Service)

- Ensuring all Year 11 students have an interview with an officer from Island Futures prior to leaving the ILC.
- Facilitating links with and making referrals to other support services

6.3 Supporting students at school with medical conditions

The Island Learning Centre recognises that students at the Centre with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the Centre will comply with its duties under the Equality Act 2010. The Centre has a medicines policy should students require medication in the centre.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 - 25 (2015) is followed.

7. Monitoring and Evaluating SEN:

7.1: All staff are expected to attend the SEN training offered throughout the academic year.

7.2: In evaluating the success of this policy, the Island Learning Centre will consider the views of:

- Teachers
- Learning support staff
- Parents
- Students
- External professionals

7.3: Student progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each student's progress and attainment
- Use of standardised tests
- Evidence generated from annual review meetings and progress review meetings

8. Training and resources

- 8.1** The needs of staff training is identified at the start of the academic year and the Centre currently subscribes to the Learning and Development service which offers a range of training for teachers and Teaching Assistants. All staff have access to the Island Learning Centre's Continuing Professional Development (CPD) opportunities.
- 8.2** Training is identified through the Centre Development plan for SEN and individual performance management.
- All new staff will have an induction period.
 - A record of all training is recorded within the Centre.
- 8.3** At the start of the academic year the SENDCo will ensure that staff have information about key students who require support and where to access information. Any new staff joining the Centre will also meet with the SENDCo who will explain which students require additional support.
- 8.4** It is the intention of the Island Learning Centre and the Management Committee that Special Needs provision receives a share of the funding from the Centre's budget. The Centre benefits from the services of Educational and Inclusion, Psychological Services, Social Care, YOT, School Nurse, CCAMHS and Pscion.
- 8.5** Members of the interventions team are encouraged to apply for appropriate INSET and share their expertise and training with other team members. Training is identified through the Island Learning Centre Evaluation process. The SENCo attends the Island SEN network briefings.

Members of the team are encouraged to seek further qualifications, which will promote their professional development.

The SENDCo encourages all staff to take an interest in students' learning needs and offers both formal and informal advice to staff.

The SENDCo will discuss the Island Learning Centre's Special Needs Policy with all new staff as part of staff induction.

Resource Funding

- 8.6** The guiding principle for the deployment of SEN resources is one of ensuring full access to the curriculum for students considering their individual needs.

The Island Learning Centre undertakes to commit income for SEN from the budget.

Funding for support for EHCPs goes directly to the home school when a student is dual registered. The ILC will reclaim this from home schools.

9 Storing and Managing Information

All paper-based SEN documents are stored in locked filing cabinets. The documentation will be passed securely to the home school when the students are reintegrated or transitions back to a long-term school. At the end of each academic year the files are then transferred and boxed and placed in a locked cupboard. All SEN paperwork is stored until the student reaches their 25th birthday. All paperwork is then shredded. Any paperwork stored electronically is kept secure.

APPENDIX

Key Roles/terms in Special Educational Needs (SEN)

SENMC- Special Educational Needs member of the Management Committee

SENDCo - Special Needs and Disability Co-ordinator

DDSL –Deputy Designated Safeguarding Lead

DT LAC- Designated Teacher for Children in Care

Pscion-ADHD referral

CCAMhs - Community Child and Adolescent Mental Health Service

EHCP – Education Health Care Plan

EP – Education Psychologist

OL - Outreach Lead

TAs – Teaching Assistants

E&I – Education and Inclusion formerly Education Welfare.

Reviewing the policy

This policy will be reviewed annually.