

My Life Learning SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY (SEND)

Date of the Policy: February 2018

Introduction

The SEND Policy takes careful account of:

- Part 3 of the Children's and Families Act 2014
- The Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The policy of the Local Authority and the aims of the school as outlined in school

Documentation

All learners have skills, talents and abilities and as a place of learning we have a responsibility to develop these to the full. We believe that:

All learners are entitled to a relevant and worthwhile education designed to enable individuals to participate fully in society and to contribute to and benefit from it.

Learners who have special educational needs should be supported wherever necessary to achieve full access to the whole community. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment, intervention and resources.

Learners and parents should be involved in decision making at individual and strategic levels. Joint planning and commissioning of services should maximise opportunities and support that enables those learners with SEND to succeed in their education and make a smooth transition to adulthood and independent living.

My Life learning (MLL) will ensure that all learners with SEND will get the support they need to become confident in society. We will ensure the learners with SEND engage in all activities in MLL.

My Life Learning recognises the importance of providing effective learning opportunities by enabling all learners to access a broad, balanced and personalised curriculum. With regard to these beliefs, the provision of MLL endeavours to achieve.

What do we want to achieve? For all learners –

- a place where the learner is central to all that happens
- a place where everyone feels safe and valued
- a place that acknowledges individual unique needs
- a place that expects the best

- a place where differences are recognised and celebrated
- a learning environment that responds to an ever changing society
- every educator is an educator of every person

How will we get there?

- by valuing everyone equally
- by fostering good relationships within the school and within the wider community
- by breaking down barriers to learning for all
- by planning for success of all
- by showing respect and tolerance to all and for all
- by maximising the potential of all
- developing systems for good communication for both staff and parents

What must we do to be the best?

- provide high quality teaching and learning
- continually develop the staff
- provide an excellent learning environment
- offer support and guidance
- embrace challenge and make the most of opportunities
- nurture talent and ability
- engage parents / carers in the life of My Life Learning
- allow our learners to have a voice

DEFINITION of SEND

SEND (Special Educational Needs and Disabilities) means a student has a learning difficulty or disability that requires special educational provision which is additional to, or otherwise different from, the educational provision made generally for learners.

Learners have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of learners of the same age. N.B. English as an Additional Language (EAL) learners 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 in which they will be taught
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for learners of the same age in mainstream schools or mainstream Post 16 destinations

THE MANAGEMENT OF SEND

The Special Educational Needs Coordination is led by a management team that includes a Lead for SEND, Head Tutor and Quality Assurance lead. They have the responsibility for the

strategic vision for SEND provision and learners. The Higher Level Support Assistants (HLSAs) are responsible for the day-to-day operation with SEND learners.

The SEND Management team will:

- 1) Oversee the day to day operation of the SEND policy.
- 2) Monitor, track and review progress of all learners.
- 3) Quality assures the work of the Learning Support Assistants (LSAs) to ensure impact and progress are made for learners.
- 4) Monitor attendance of learners to ensure individual targets are met.
- 5) Manage the budget for the My Life Learning.
- 6) Ensure effective resources are provided for My Life Learning.
- 7) Have an overview of the funding for learners to ensure it is utilised to benefit this group of learners.
- 8) Ensure access arrangements for accredited learning are in place for SEND learners.
- 9) Oversee the role and practice of the Children who are looked after or in care (CLA). Not yet accessing My Life Learning but wishing to access the site for vocational opportunities. Coordinator to ensure CLA learners are making progress in the My Life Learning
- 10) Oversee Annual Reviews of all learners with statements/ Education, Health Care Plans (EHCP) are completed to meet Local Authority (LA) requirements.
- 11) Advise staff on a graduated approach to providing support.
- 12) Liaison with parents of learners.
- 13) Work with the SEND Lead and Trustees to ensure that My Life Learning meets its responsibilities under the SEND reform.
- 14) Maintain the My Life's Profile of Additional Support Needs and all the required documentation.
- 15) Maintain records on learners and ensure their progress is regularly monitored and reviewed.
- 16) Link with SEND Lead Inclusion to coordinate provision and caseloads amongst the pastoral My Life team and rest of My Life Learning.
- 17) Liaise with tutors, parents, carers and external agencies.

18) Liaise with tutors/subject departments/ to ensure the needs of learners are met throughout all the subjects of the curriculum.

19) Update and publish information through the My Life /Learning section of the website around the policy for learners.

The Higher Learning Support Assistant (HLSA) will:

- (a) Oversee the running of the intervention for learners with special educational needs and disabilities including small group and individual support.
- (b) Analyse data and review provision for learners alongside the My Life Learning leadership team.
- (c) Measure impact of interventions and review future need of individuals.
- (d) Support the work of My Life in lifelong learning journeys.
- (e) Support the SEND Lead in maintaining records on learners who have additional needs and disabilities and ensure their progress is regularly monitored and reviewed.
- (f) Liaise with tutors, parents and external agencies.
- (g) Support annual reviews for learners with statements and EHCPs.
- (h) Organise meetings as appropriate with LSAs at regular intervals in respect of special needs issues.
- (i) Regularly review and monitor provision within My Life Learning alongside the SEND Lead.
- (j) Take part in formal meetings with external agencies regarding individual learners to be assessed.
- (k) Liaise with tutors/subject departments/ to ensure the needs of learners with additional educational needs are met throughout all the subjects of the curriculum.
- (l) Represent My Life Legacy and be the link for learners.
- (m) Support transition.
- (n) Support and quality assure the work of My Life Learners.
- (o) Support and maintain provision maps for individual learners.
- (p) Deliver personalised programmes to learners.
- (q) Maintain Case Studies for individual learners.

- (r) Coordinate opportunities for parents to discuss provision for My Life Learning learners.
- (s) Coordinate regular meetings with SEND learners to review their educational provision.

The Learning Support Assistant (LSA) will:-

All LSAs will contribute and support attainment and progress across the school either through 'in class' support, learning activities or intervention programmes.

- (a) Have respectful, trusting relationships with learners, acting as a role model and setting high expectations.
- (b) Promote inclusion and acceptance of all learners and encourage learners to interact and to work cooperatively with others and to engage in all activities and tasks set.
- (c) Support learners' personal programmes relating to social, health, physical, hygiene and welfare matters.
- (d) Promote and develop self-esteem and encourage and guide learners to act independently as appropriate.
- (e) Adjust activities according to learners responses and needs.
- (f) Support the effective use of Information and Communication Technology (ICT) in learning activities and develop student's confidence and independence in its use.
- (g) Support the implementation of Individual Education Plans and Behaviour Support Plans.
- (h) Gather and report information from/to parents/carers as directed.
- (i) Liaise with the My Life Learning staff around learner problems/progress/achievements.
- (j) Collaboratively plan lessons alongside My Life Learning staffs.
- (k) Prepare and maintain resources to assist learners.
- (l) Deliver specific interventions using the "plan/do/review" cycle.
- (m) Provide feedback to learners on their progress and achievement under the guidance of the tutor and in line with My Life/Learning policy.
- (n) Engage in My Life's professional development programme to enrich the provision offered to learners.
- (o) Ensure appropriate Assessment for Learning strategies are in place so that the learner is able to effectively respond to feedback.

(p) Develop an understanding of the learners' unique learning styles, strengths and needs. (q) Fulfil the role of the keyworker.

SPECIALISMS

The My Life Learning accommodates provision for learners who experience difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need
- Autistic Spectrum Disorders
- Medical Conditions

ACCESS FOR THE DISABLED

Whilst the school is a mainstream comprehensive school, the facilities are barrier free so it has access for disabled learners, e.g. lifts, ramps and toilet facilities. It has a fully equipped a wet room where shower facilities are provided. The needs of the student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

Allocation of Resources to Learners

Each person with an EHCP has allocated support time, which is fixed around their personal greatest need. Funding is used to give greatest support to the greatest number, and often goes beyond direct curricular and lesson support. This is constantly reviewed for its effectiveness, and adjustments made to the team, supporting any learner, or where the support is given if necessary. This is facilitated through a "plan, do, review" process and analysis of need with best value.

Analysis of Best Value

The senior leadership team use both quantitative and qualitative analysis in the evaluation of the provision. The following criteria are used to establish best value:

- Analysis of the varying degrees of progress according to staff records, of learners
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for learners
- Monitoring of provision via a range of proformas to gather information on learners, staffing and systems in place
- Assessments from external agencies
- Learners voice
- Parent voice

Future Planning

Future planning on My Life Learning takes place in accordance with:

- Ongoing evaluation of best value
- Ongoing LA and government directives
- Outcomes of Educational and Health Care Plans

Value Added

The notion of 'value added' is an important one to My Life Learning and is monitored by student achievements in relation to assessments and results in the following ways:

- i) Extracurricular activities
- ii) College enrolment and the destinations at the end of the student's school career

This information provides a valuable insight into the progress of learners.

The Role of the Trustees.

The Board of Trustees must be aware of the information on My Life Learning section of the website around policy and practice for learners with SEND and this should be reviewed annually. The report should include:

- iii) Identification of needs
- iv) Assessment of need
- v) Provision for meeting needs
- vi) Provision of an inclusive environment for all
- vii) Methods of monitoring, recording and reporting
- viii) The expertise and training of staff that support learners.
- ix) The use made by My Life Learning of the outside agencies and support services
- x) My Life Learning as an integral part of the business development plan
- xi) Impact and strategies for improvement

PARENT PARTNERSHIP Contact with Parents

Parents carers are viewed as partners in their family members education and are kept informed about this. They will be contacted directly should there be any change in the progress, behaviour or educational provision within My Life Learning. The process for contact with parents in respect of learners will be:

1. The My Life Learning team will inform parents/carers if their Young Person/adult has been identified with additional needs requiring modification of learning approaches.
2. Part of the cycle of reviews to take place at scheduled parents' information bulletins, ILP consultation, celebration days and parents evenings
3. My Life Learning initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the learner's progress
4. Further to this, My Life operates an open door policy where parents are invited to attend for informal discussions or an organised meeting on a flexible basis. They can, at any time, request access to the records relating to their own child and any My Life Learning documentation they may feel appropriate. Although, a timeline of preparation will need to be communicated.

QUERIES AND COMPLAINTS

Parents and partners along with My Life are welcome to query decisions made by the My Life Learning through the designated channels as laid down in the Complaints Procedure. In essence, this is that:

1. In the first place a query/complaint should be directed to the SEND Lead in writing. This will be dealt with promptly and the parent/carer informed of the outcome.
2. Should this fail to resolve the matter, a complaint in writing should be made to the CEO.
3. A right of appeal to Trustees exists should the matter still remain unresolved.

If on pursuing complaints the parents/carers are not wholly satisfied with the response of My Life Learning they may wish to seek further advice/assistance from the LA. If at this point they do not agree with My Life Learning and LA's decision, they have a right to appeal to the authority's SEND Tribunal.

IN-SERVICE TRAINING

In-service training is available in respect of SEND for the whole of My Life, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with My Life's Continued Professional Developmental Policy and will be recorded in My Life Learning Development Plan. It will be delivered by one of the following:

- SENCO/ HLSA/LSA
- Senior Leadership Team
- Individual members of staff within the school who have a designated specialism ▪ · LA support services
- External consultants/trainers
- TESS team
- Educational Psychologist

EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICES

The school works closely with other agencies to focus on the identification and provision for those learners. All services involved with My Life Learning are regarded as being part of a working partnership whose aim is to provide, as highlighted in best practice, an integrated, high quality, holistic support which focuses on the needs of the child/young person/adult. The following services/agencies are available to/involved with My Life Learning:

- Educational Psychology
- School/student support
- Curriculum support
- Sensory Support Services
- Emotional and social support
- Social Services
- Health Services
- Child and Adolescent Mental Health Services (CAMHS) Reflections
- Wigan Careers Service
- GMP
- MST Team
- Embrace
- Wigan Family Welfare
- Targeted Education /Support Service.
- Voluntary organisations
- EMAS

LINKS WITH OTHER SCHOOLS/TRANSITION

Our partner/referring Schools are a supportive and welcome contact. Liaison takes place via the SEND Leads, Transition Mentor and through My Life Membership. An extended induction programme for learners coming to My Life Learning operates in order to establish a welcoming environment.

Links with Special School(s) are established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Exchange visits
- Shared staff expertise

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Monitoring and review of the Policy

This Policy will be reviewed annually by the SEND Lead. The SEND Lead will present the Policy to Trustees for their renewed acceptance and maintenance.

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs- and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

Policy last reviewed – January 2018