



SEND Policy

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July 2022	2022/2023	Geoffrey Opoku	Chris Enoh	July 2023

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* Unless there are changes in the law or circumstances in which case the policy and/or documents shall be revised accordingly

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Special Educational Needs and Disability (SEND policy)

2022-23

This policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64) Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1. Statement of Principle

All students have the right to achieve their maximum academic and social potential. The SEND policy for The Supreme Education seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. The Supreme Education's key values: commitment to progress, excellence in thinking and honorable leadership, are aspirations for all our students. It is our policy to identify and assess barriers faced by our students to ensure that they are supported not only in meeting our key values, but also to make good progress in the classroom by personalizing the learning. The Supreme Education is fully committed, at all levels, to create an inclusive culture where all students can achieve, irrespective of their differences.

2. Aims

The aims of our SEND policy and practice in this Supreme Education are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that students with SEND engage in the activities of the Supreme Education alongside students who do not have SEND
- To use our best endeavors to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated

curriculum and is responsive to the four broad areas of need:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory/physical

- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise 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 vulnerable learners.

3. Identifying Special Educational Needs

3.1 What are special educational needs (SEN) or a disability?

The SEND Code of Practice (2015) states that: A child or young person has special educational needs 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 Disability:

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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3.2 Identification of special educational needs

We recognise the importance of early identification and aim to identify students' special needs as early as possible in partnership with parents/carers. The skills and levels of attainment of all

students are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the Supreme Education needs to take. As part of this process the needs of the whole child are considered, not just the special educational needs of the child/young person. Supreme Education also recognises that other factors may influence a child's progress and attainment and that that this may not necessarily mean that the child has a special educational need.

This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the Supreme Education takes place twice each year, after examinations. In addition, all class teachers give formative assessment feedback twice per half term as a minimum. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as social skills. In addition to using progress data, student need is also identified via formal and informal observation of students in class by teachers, senior leaders, members of the inclusion team and specialist teachers such as the speech and language therapist.

The Supreme Education recognises that lack of progress does not necessarily mean that a student has special educational needs. Sometimes children present with difficulties that manifest in their behaviour, academic outcomes or in other ways and this is not necessarily because they have a special educational need. We advise that if parents have concerns relating to their child's learning they should please discuss these with their child's head of year or subject teacher in the first instance. This then may result in a referral to the SENCO. Parents may also contact the SENCO or the Principal directly if they feel this is more appropriate.

3.3 SEND Support

At Supreme Education, we follow the graduated response model as outlined in the SEND code of Practice:

Universal support

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs. Students with a disability will be provided with reasonable adjustments (such as auxiliary aids, rest breaks) to overcome any disadvantage experienced in the Supreme Education and increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observation by the senior leadership team, the SENCO, specialist teachers and external verifiers
- learning walks and informal observations
- ongoing assessment of progress made by students with SEND
- work sampling and scrutiny of planning to ensure effective matching of work to student need
- teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEND
- student and parent feedback on the quality and effectiveness of interventions provided • attendance and behaviour records.

All students have individual targets set in line with national expectations to ensure high aspirations for all students. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Students' attainments are tracked using the whole Supreme Education tracking system and those failing to make expected levels of progress are identified very quickly and interventions are put into place.

At Supreme Education, all students with an EHCP and who present with a high level of need, have a 'pen profile' which outlines strengths and strategies to meet the needs of the students. This is created in collaboration with parents, students and specialist teachers where appropriate. All staff have access to 'pen profiles' to inform their planning as well as the SEND register. As part of the

Supreme Education's universal offer, there is an ongoing programme of staff CPD at Supreme Education, to ensure that all teachers are aware of their responsibilities under the SEND code of Practice and strategies they can employ in the classroom to personalise the learning for students and create a culture of inclusivity beyond the classroom.

This includes:

- Bi-weekly whole school SEND briefings profiling students' needs and strategies
- Training for new teachers via the 'flying start' forum
- Joint planning and reflective meetings with the SENCo
- SENCo observations and observations of teachers with outstanding teaching practice
- Staff drop in with the ASD Lead Worker
- Training, observation, joint planning with specialist teachers such as the teacher of the deaf and the speech and language therapist

3.4 Targeted support

At Supreme Education, if a student continues to make less than expected progress, subject teachers work alongside the SENCo to implement interventions to improve the progress of students. Parents are informed and consulted about the suitability of the provision offer along with their child. This could include:

- A 'check in' with a member of the inclusion team
- Personalised approaches to teaching students planned with the SENCo or a specialist
- A keyworker and an IEP (individual education plan) to assess, track and monitor progress
- ELSA sessions (emotional literacy)
- Targeted intervention with an LSA in the classroom, overseen by the class teacher
- A speech and language screening to identify language and communication difficulties by a trained member of the inclusion team
- Homework club
- Numeracy intervention by a trained HLTA
- Mentoring sessions
- Reading/literacy interventions
- Lunchtime clubs

- Access Arrangements for internal and external exams
- Counselling/CAMHS
- Access to the school Nurse

3.5 Specialist support

The Supreme Education has partnerships with highly experienced specialist teachers who deliver support to deaf students, students with speech and language needs, visually impaired students as well as an Educational Psychologist.

'Assess, Plan, Do, Review'

Underpinning all the support offered to SEND students at The Supreme Education, is a continuous process of assessing to ensure that the right provision offered to students, planned, implemented and reviewed with the involvement of parents/carers, students and specialists, where appropriate. All students with a special educational need have their progress reviewed via the Supreme Education's reporting system as well as parents evenings and meetings with heads of years. Students with an EHCP or who present with high needs, have an IEP (individual education plan) with personalized targets which are reviewed termly with all stakeholders. Parents are welcome to contact the SENCo to arrange a meeting at any point in the year if they want to review the progress of their child.

3.6 Involving SEND students in activities

The Supreme Education operate a house system which all staff and students belong to, to create a collegiate environment and a strong sense of belonging. The Supreme Education provides a range of extra curricular activities and all students, including those with SEND are encouraged to attend. Students are rewarded via the house system for their attendance to activities. There is also a homework club staffed by the inclusion team. Risk assessments are carried out and procedures are put in place to enable all children to participate in all Supreme Education activities. The Supreme Education ensures it has sufficient staff expertise to ensure that students with SEND are able to access any activity provided by the Supreme Education.

4. Admissions

The Supreme Education is a co-educational 11-19 school and has an open enrolment policy. There is wheelchair access across the site with ramps, lifts and disabled toilets. For children with an EHCP or Statement, parents have the right to request a particular Supreme Education and the local

authority must comply with that preference and name the Supreme Education in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our Supreme Education in a child's EHCP, the local authority will send the governing body a copy of the EHCP and we will then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of

Supreme Education where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special School if they consider that their child's needs can be better met in specialist provision. The Supreme Education ensures that students with SEN but without a statement of special educational needs or EHCP are admitted on an equal basis with others in accordance with its Admissions Policy.

4.1 Transition arrangements

Y6 students with specialist educational needs are supported with transition in the following way:

- Invitation to the Supreme Education's summer school
- Handover meetings with the Year 6 teacher and/or primary school SENCo
- Parent meetings with the SENCo and/or the Assistant Principal for Inclusion
- Home visits where appropriate
- An induction programme in the first term, including Prep for homework support
- Support and information for parents from the SENCo and/or the Assistant Principal for Inclusion

If students are transferring from another setting, the previous Supreme Education records will be requested immediately and a meeting set up with parents to identify and reduce any concerns transition.

4.2 Preparation for adulthood

The Supreme Education adheres to the guidance in Careers guidance and inspiration in Academies: Statutory guidance for governing bodies, leaders and staff April 2023. The Supreme Education directly employs a careers service who is able to provide independent advice for all students from Year 8 to Year 11. Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job. Where a student has an EHCP or Statement, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

Support services for parents of students with SEND

Support services for parents of students with SEN: The London Borough of Croydon's Local Offer can be found on their website: <https://www.croydon.gov.uk/send-local-offer>

The Croydon information, advice and support service (LIASS) offers parents impartial and confidential advice to parents: <https://www.croydon.gov.uk/send-local-offer/information-advice-and-support/get-confidential-and-impartial-advice-about-send>

ADHD

The National Attention Deficit Disorder Information and Support Service provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals. Telephone: 0208 952 2800 www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Telephone 01512372661 www.adhdfoundation.org.uk

Autism

Croydon council provides information and advice to parents on how to get our child assessed for autism, support available and signposting to national charities for further information and advice:

<https://www.croydon.gov.uk/send-local-offer/autism-pathway-0-to-25-years>

Dyslexia

Dyslexia Association of London offers support and information to parents, teachers and adults on Dyslexia /specific learning difficulties. Telephone: 0208 870 1407 www.dyslexialondon.org

Dyspraxia

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/ carers in the same position. Telephone: 01462454986 www.dyspraxiafoundation.org.uk
Information: dyspraxia@dyspraxiafoundation.org.uk

Mental health

Young Minds provides information and support for anyone worried about a young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers. Telephone: 08088025544 www.youngminds.org.uk Information : parents@youngminds.org.uk

Complaints

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek support from LIASS. Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the Supreme Education or council has discriminated against your disabled child.

For complaints with the education or provision your child is receiving, please contact the SENCO in the first instance. She will deal with the matter or refer it to the appropriate person. Our complaints policy can be found in the Policies section of the Supreme Education website.