

**The Personalised Teaching
Educational Centre**

**SPECIAL EDUCATIONAL
NEEDS POLICY
2017**



SEND Co is a member of the SLT
National Award for SEND Co-ordination
SEND Co Renata Twardowska

Review year September 2018 or sooner if required

‘Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised training’

SEN Code of Practice 2014

‘A child of compulsory school age or a young person has learning difficulty if he or she

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders use of educational facilities of a kind provided for children of the same age’

SEN Code of Practice 2014

LEGISLATIVE COMPLIANCE

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Close 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEN Code of practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010

Equality Act 2010

Educational Bill 2011

Children and Families Act 2014

Early Years Foundation Stage 2014

Every Child Matters

CONTEXT

At The Personalised Teaching Educational Centre we promote quality first teaching and we will ensure that every teacher is a teacher of every child including a child or a young person with SEND

Under the New Code of Practice children with complex SEN will be given an Educational Health and Care Plans. TPTEC implemented Educational Health and Care Plans published by the local authority in the Local Offer. Joint commissioning will require formal planning and collaboration between education, health and social services.

At TPTEC we promote the importance of 'quality first' intervention. There should be no delay in making necessary educational provision, to improve outcomes of children with SEN. We work in partnerships with parents / carers and outside agencies with a graduate approach with four stages of action: assess, plan, do and review.

TPTEC SEND Policy is due to be shared with stakeholders, parents and families.

Contextual information about the setting policies and who was consulted and how the policy was shared (head and governors) with stakeholders including parents and families will be published in the first three months from the day TPTEC will be open.

POLICY AIMS

To provide an equal opportunity for all children to enjoy and achieve their full potential by creating an enabling environment.

To provide a welcoming and stimulating environment where parents/ carers and children can feel safe and secure.

To provide an environment where children can achieve a positive self-image.

To provide a broad, balanced and differentiated curriculum which is accessible to all children.

To work in partnership with parents and other appropriate agencies.

To maintain records of progress to enable the educational development of children within the nursery.

To provide reports, within the time scale, to relevant agencies in line with the LEAs Stages of Assessment.

To monitor and review individual needs regularly and to maintain clear records of any action taken.

POLICY OBJECTIVES

To identify additional requirements as early as possible and provide for pupils who have special educational needs and for additional needs.

To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.

To work within the guidance provided in the SEN Code of Practice 2014.

To operate an inclusive approach to the management and the provision of support for Special Educational Needs.

To provide a SEND Co who will work with the SEND Co Inclusion Policy

To provide support and advice for all staff.

To provide training and advice for staff working with pupils with special educational needs pupils.

To develop and maintain partnership and high levels of engagement with parents.

To determine any resource implications and establish whether they will be provided within the school, or through external means

To work collaboratively with local authority

To attain exceptionally high level of satisfaction and participation from pupils, parents and carers.

To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2000).

To assist the governors in fulfilling their duties regarding the provision of pupils who have additional needs.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Code of Practice explains that once a potential SEN is identified, four types of action are needed, those actions are:

Assess

Once we have carried out an initial assessment (requested by parents, carers) and / or a child / young person was identified and is having EHCP - SEN teacher, parents / carer and SENCO will work together to provide the support for family. Following specialised intervention, if there is no progress or little progress - teacher, parents / carers and SENCO will agree a need to refer to other professionals for additional support and advice. Relevant paper work will be filled out and shared.

Plan

We liaise with parents / carer's, teachers and specialised professionals to agree outcomes, interventions and support that need to be put in place. Expected impact on progress is discussed during regular reviews. Staff training / development needs are addressed and met.

Do

At TPTEC specialised teacher (with QTS status) works with a child / young person with additional needs on a daily basis. The SENCO and SEN Teacher will support parents / carers, a child on a daily basis and SEN teacher is responsible to implement affective support and support teaching assistant.

Review

At TPTEC we regularly review the effectiveness of support. Parents / carers are given clear information and are encouraged to contribute and plan for their child's next steps. Smart Targets are regularly updated. Usually every half term, however TPTEC is a leader on following assessment, and when necessary we will review targets more often. During individual reviews are every six months, parents and teachers agree next steps. If a child / young person in our care already has an EHCP we provide information for the annual review. If TPTEC will be asked to carry out the EHCP review we will do the review using the review form and following the guidance from a child / young person local authority. We would then set a date, invite all involved in the child's / young person's care, asking them to attend a meeting to discuss the EHCP, its effectiveness, changes to be made to it. During annual review all professionals support parents and discuss if there is a need for the EHCP to continue or cease.

Considering the needs of the whole child we acknowledge four categories of needs:

- Cognition and Learning
- Communication and Interaction
- Behaviour, Emotional and Social Development
- Sensory and/or Physical

At TPTEC we identify the needs of a pupil by considering the needs of the whole child / young person, which could include not just the special educational needs.

We consider other factors different from SEN which could have impact on the progress and attainment, including:

- Disability
- Health and welfare
- Attendance and punctuality
- English as an additional language (EAL)
- Personalised preferences in learning / distractions / resilience

At TPTEC we do not identify behaviour problems as SEN. Any concerns relating to a child's behaviour difficulties it will be described as an underlying response to a need which we as the providers will be able to recognise and identify. TPTEC work with other professionals to assess, plan and deliver the highest possible standard of intervention.

Inclusion and intervention for pupils with English as an additional language

Definition - A pupil who has English as an additional language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.

Ethos - We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectations of all pupils regardless of ethnic, cultural or linguistic heritage. At TPTEC we aim to include all pupils and parents by respecting that diversity and reflecting it in our environment, curriculum, learning resources and partnership. We welcome the enrichment that linguistic and cultural diversity brings to our community.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents - sports, games, skilled, dexterity
- Visual / performing abilities - dance, movement, drama
- Mechanical ingenuity - construction, objects assembly (and disassembly), systematic, working solutions
- Outstanding leadership - organiser, outstanding team leader, sound judgements
- Social awareness - sensitivity, empathy,
- Creativity - artistic, musical, linguistic

We respect the right of all children / young people, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our provision make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

Identification - Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following: teacher nomination, assessment results, specialist teacher identification, parental nomination.

SEND PROVISION - TPTEC offers specialised provision for:

- Children / young people with speech, language and communication needs.
- Children / young people with Autistic Spectrum Disorder or Asperger's Syndrome
- Children / young people with Specific Learning Difficulties
- Children / young people with Moderate Learning Difficulties

Provision for children who are the subject of an Education Health Care Plan(EHCP)

Should a child / young person be the subject of an EHCP, it is important that the child / young person has access to the curriculum differentiated to meet his/her needs

The parent / young person to be closely involved in the decision making regarding the access to the curriculum.

The level of support stipulated in the EHCP is to be met.

Relevant external agencies have a strong input.

Regular multi-professional meetings should take place in order to evaluate and set new smart targets.

Some students may have a placement, which involves work experience

All SEN students will have an allocated individual budget, discussed individually during the admission of a child / young person.

Individual budget is the sum taken out from the payment and allocated for the purpose of student's needs, for example: social outings.

Resources are adjusted to the student's personal needs and discussed during the admission process. The profile of every child / young person is different and their needs may change over time.

TPTEC offers personalised teaching in small groups and / or 1:1 personalised teaching tutorial sessions.

External / internal support

We may work with private therapists from outside the centre, who support children / young people in the centre on a regular basis. Sharing strategies, therapy programmes, training for staff and parents / carers. They also advise and order in specialist equipment.

Therapist / outside professionals may include:

- Speech and Language Therapists
- Occupational Therapists / Sensory Integration Specialists
- Physiotherapists
- Corrective and Compensatory Exercises Specialist
- Teachers for the visual and hearing impaired children
- Dieticians
- Educational Psychologists
- Play Therapist
- Music Therapist

Links are maintained throughout TPEC. We are working together to make the best use of resources in order to cater for children with Special Educational Needs.

TRAINING AND RESOURCES

When specialist equipment or high level of staffing support is required to support a pupil with special educational needs our provision will fund this as additional SEND support up to £2.000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of those facilities is likely to be prolonged, the provision will inform parents and apply to the Local Authority for High Needs Block Funding and will record this information to be updated for the annual review and adjusted in the EHCP.

Resources for SEND come from a variety of different areas, those include: personal budgets for up to £2.000 for each student supported by EHCP or individual funding.

How are the training needs of staff are identified and planned for?

SENDCo to attend relevant service training. In order to keep up to date with current developments in special educational needs, DfES and Government policies SENDCo follows the guidance provided by Institute of Education, UCL, SI and NASEN network. In service training for staff is regularly provided by the SEND Co and specialised professionals.

TPTEC is a member of NASEN, SI network.

SENDCo is member of UCL alumni network.

SENDCo will share information about specialised services and resources for pupils with SEN using TPTEC website, or when requested.

ROLES AND RESPONSIBILITIES

Responsibilities of the Governing Body

Director / Leadership team, with the Governing Body will decide about TPTEC policy and approach.

They will set up appropriate staffing and funding arrangements and oversee The Personalised Teaching Educational Centre work.

The general duties of SENDCo / Leadership Team and Governing Body are set out in the SEN and Disability code of practice 0-25 years 2014.

Director and The Governing Body may also appoint a committee to monitor TPTEC work.

Head of Centre / Leadership Team Responsibilities

Director of TPTEC will liaise with parents, the Governing Body, LEA, outside agencies and Special Needs Disability Co-ordinator (SENDCo) to ensure that the Special Needs Policy is effective and that the pupil's needs are being met, taking into account the human resources and educational resources.

The Head of the Centre /Leadership Team should ensure that:

1. A named person (SENDCo) is responsible for overseeing the provision of children's education for with Special Educational Needs and that arrangements for this are in place.
2. Appropriate facilities are provided for children with Special Educational Needs.
3. In consultation with the SENDCo resources are allocated to and between children with SEN
4. Systems are in place to ensure the identification of, and provision for children with SEND.
5. Children / young people with SEND have equal access to the whole curriculum and are fully integrated with other children/young people where appropriate.
6. Where necessary provision be made in the Centre Development Plan for relevant development and training for all staff through attendance at courses and access to recent and relevant documentation.
7. Use is made of therapists, teachers, educational psychologists and support staff as well as other outside professionals.
8. Parents are involved at every stage of their child's SEND provision.
9. Links are developed and maintained with special schools.
10. Links are encouraged with any organisation and services who work on behalf of children with special educational needs.
11. That the Governing Body has the opportunity to evaluate the success of the education which is provided at the nursery for children with special educational needs.

Special Educational Needs and Disability Coordinator (SENDCo)

1. To ensure with the Leadership Team an effective whole centre approach to Special Education in order to identify children's SEN including regular meetings with appropriate professionals.
2. To ensure that all staff are aware of procedures for identifying, assessing and responding to children / young people with SEND.
3. To have, in liaison with the Leadership Team and Teacher, relevant information relating to children with SEND for staff, other schools and agencies where appropriate.
4. To ensure a working system of record-keeping for children with SEND.
5. To liaise with the other partners and professionals to seek advice and support of specialist agencies when necessary.
6. To help staff in completing stages of assessment and Individual Education Plans (IEP) and implementing IEP targets.
7. To liaise with parents, staff and other agencies and to support children with SEND.
8. To attend SEND Plan meetings with the key persons and relevant others.
9. The SEND Co must ensure that all children with SEND who have complex needs and disabilities have an Education Health and Care Plan (EHC Plan). This has to be provided by working collaboratively with an outside professionals in agreement with parents. Children will not be able to attend the setting until the Educational Health and Care plan is in place, for the children's safety and protection of the staff / centre.

Roles and responsibilities of other staff working with pupils with SEND

All internal / external staff working with pupils with SEND is specially trained and has current DBS check, and will provide appropriate services / teaching / intervention and high standard of support. TPTEC will ensure they have necessary knowledge and expertise to use them. Parents should have clear information about the impact of the support and intervention provided, enabling them to be involved in planning next steps.

All staff value and actively support the full engagement and partnership with the parents.

Parents are the prime carers/educators of their children.

1. Positively respond to parents expressed concerns.
2. Ensure that parents are involved and consulted as soon as a concern has been expressed.
3. Where there is a need to consult an outside agency a Preliminary meeting between parents and Director / Teacher / SENDCo is organised. Following steps are in order: parental consent, filling out the consent form. A copy of the documents will be sent to the relevant outside agencies to assist a request for further support.
4. If there is a need to consider formal assessment the Director of TPTEC / Teacher / SEND Co will raise this at the next SEN PLAN meeting so that decisions can be taken in partnership with parents.
5. Arrange that parents are aware of TPTEC policy in relation to children with SEN.

INVOLVEMENT OF PUPILS

Changes in the new code of practice reflected the changes introduced by the Children and Families Act 2014. They include clearer and stronger focus on the participation of children and young people in decision making and high aspirations on improving outcomes. High aspirations are crucial to success. The personalised teaching approach provides teaching strategies as the response for individual preferences. TPTEC supports students choices.

PARENTAL INVOLVEMENT

On the entry TPTEC draw on parents' views and experience of their child in establishing an overview of the pupils's strengths and needs and the supportive strategies used. We work in partnership with parents to develop a plan of support for their child and meet the objectives on a EHC Plan.

We enable parents to support their child's learning by influencing personalised teaching strategies as the response for individual needs and preferences of individual learning styles.

TPTEC has effective system to ensure that parents and all staff are kept informed. TPTEC promotes success and reports involvement of a child / young person, including outcomes of every lesson on the same day.

If required, following parents / carers guidance, we develop Behaviour Support Plan.

TPTEC strongly recommends parents / carers to be fully engaged as equal partners.

TPTEC enables parents / carers to access support during formal and informal workshops and coffee meetings.

TRANSITION

We enable parents to be confident in their child 's transition process by jointly planning future provision and support. TPTEC provides supporting information, including assessment. At TPTEC we cultivate good links with the mainstream and special schools.

TPTEC delivers plans for a daily transition, providing visual resources to support student with ASD.

HOME VISIT / HOME TUITION

Please refer to TPTEC Home Schooling / Tuition Policy.

Should the parents agree for home schooling / individual tuition please ask for the copy of agreement, which should be sign by parent / carer during the first arrangement.

Home visit for the pupils with SEND - only following written request by parents.

At the home visit the staff complete a Home Visit Form and some of the questions related to special needs e.g. eye sight, speech, hearing, physical needs, fine and gross motor skills, diet, equipment used, and other professionals involved.

These visits give the opportunity for parents to discuss with staff at the initial stages of any concerns they might have about their child. And to share with parents information about links they may wish to use and / or have already with outside agencies.

STORING AND MANAGING THE INFORMATION

Use of data and record keeping are in line with Data Protection Act 1998. TPTEC as the provision for pupils with SEN, should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupils progress, a focus on outcome and a rigorous approach to the monitoring and evaluation of any SEN support provided. Every school should particularly record details of additional or different provision made under SEN support.

RECORD KEEPING

Assessment and Record keeping will take the form of Portage Developmental Record books and personalised profiles, Album of Experiences / Records of Achievements, parents' observations, staff observations, notes, photos - only if agreed by parents / carers, paintings and drawings. TPTEC should readily share information about monitoring and progress on parental request.

TPTEC will make data on the levels and types of need within the provision. This data will be required to provide information for strategic planning of SEN support.

The records should be dated and would reflect the whole child looking at the 6 areas of learning:

- Personal, social and emotional
- Physical
- Communication, language & literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding
- Creative

ADMISSION ARRANGEMENTS

TPTEC gives priority to the children/young people with Special Educational Needs and Disability through TPTEC Allocation Panel criteria.

Full-time / part-time places are allocated to children / young people with Special Educational Needs and Disability and placements may depend on individual children's needs or age. TPTEC daily provision will not offer a full-time placement for children younger than 11 years old. Some children could be known by the Centre to have Special Needs because of a referral by a local authority.

COMPLAINTS PROCEDURE

Parents / carers who wish to make a complaint should approach their teacher initially. If they are still not satisfied, concern should be taken to the SEND Co. In the event of no progress being made, the matter is taken up by the Head of Centre / Director. If there is still no resolution the complaint is brought to the Governing Body.

TPTEC is in the process of registration with Ofsted.

How to complain to Ofsted?

You can write at this address:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

For information and advice about Ofsted online please telephone Ofsted contact centre on : 0300 123 1231 (open 08:00 to 18:00, Monday to Friday)

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