

SEN Policy and Information Report

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Set out the vision, values and broader aims of the school for students with SEND.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy should be read in conjunction with the following school policies: **Accessibility Plan, Equality Policy, Behaviour Policy, Homework Policy, Complaints Policy, and the Safeguarding policy.**

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by schools.

SPECIAL EDUCATIONAL NEEDS POLICY (incorporating policy on disability)

3.1 Defining Special Educational Need

This policy accepts the definition of special educational needs as set out in the Revised Code of Practice 1:3 page 6.

Students have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.

Students 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 are taught.

Special educational provision means, for students of two or over, education provision which is additional to or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LEA, other than special schools, in the area.

Students will have needs and requirements which may fall into at least one or the following four areas of need.

- Speech, Language and Communication
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

Generally, students at JUS Education will have Behaviour, Emotional and Social Development as their presenting need but JUS Education strives to identify underlying barriers to learning and work.

Principles

JUS Education 's Vision embraces the principles of an equality of opportunity for all and promotes an ethos which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social emotional and cultural needs.

JUS Education actively promotes a culture of awareness, tolerance and inclusion and aims to provide all students with strategies for dealing with their needs in a supportive environment.

It is our belief that each student has individual and unique needs and aims to raise aspiration and achievement for all by means of individualised learning programmes enhanced by high quality teaching

JUS Education 's slogan is **"Building the pathway to your future"**

Objective

The objectives of JUS Education 's provision for students with special educational needs are:

- To welcome all students into JUS Education and meet their needs in a positive manner, accepting the part that our expectations and attitudes play in affecting pupil's self-esteem and in overcoming aspects of SEN.
- To assess students SEN and ensure that there is careful monitoring and assessment and tracking of all students throughout their time at JUS Education .
- To provide the greatest possible access to a broad, balanced and differentiated curriculum
- To address the needs of identified students' needs through the graduated approach as set out in the Special Educational Needs Code of Practice 2001. Most students will be at School Action Plus.
- To ensure that parents, carers and students are fully participative in the process.
- To involve other disciplines and agencies as appropriate.

We believe we will achieve these objectives by:

Celebrating diversity and valuing all achievements through positive reinforcement, as well as regular celebrations of success which give equal status to social, emotional, cognitive and physical achievements and so enable all children to feel valued for their efforts.

Identifying students' SEN through liaison with referring schools, teacher observation and assessment, testing on entry and using standardised screening assessment tools; to identify learning and behavioural needs.

Planning individualised programmes of study including: a differentiated curriculum with opportunities for students to work in one to one or small group setting; on or off site or in partnership with other providers; differentiated lesson content and strategies to ensure access and progress in learning; suitably challenging targets monitored and tracked against predicted National Curriculum levels or predicted grades.

Planning, implementing, and reviewing individual programmes including planning and reviewing the Learning Support Plans for all students on a regular basis involving students, parents, school, and other providers as much as possible so that they understand the targets that have been set and how they can achieve these targets.

Supporting and advising staff by providing them with information on students' learning needs and advice on how these needs may be met

Ensuring that the School Improvement Plan includes a special educational need development plan which reflects the training need of staff.

Seeking advice from external agencies and making appropriate referrals

4. Roles and responsibilities

4.1 The SENCO

The SENCO is [Charlene Clotworthy].

They will:

- Work with the head of school and SEN board of trustees representative to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Board of Trustees representative

The SEN board of trustee's representative will:

- Help to raise awareness of SEN issues at board of trustee's meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board of trustees on this
- Work with the head of school and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Senior Leadership Team is responsible for:

The SLT Team will:

- Work with the SENCO and SEN board of trustees representative to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Overseeing the day-to-day management of the SEN policy in JUS Education .
- Allocating and monitoring appropriate resources for SEN from the delegated budget, together with the SENCO.
- Ensuring the effective use of the COP, especially through professional development and appropriate time allocations.
- Monitoring teachers' planning and pupil achievement.

- Reporting, each term, to The Board of Trustees via a written report or in person (as required) on Code of Practice procedures and SEN resourcing.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- The teaching and monitoring of all students in their classes and identifying and reporting any concerns regarding SEN, as soon as possible.
- Planning and delivering a differentiated curriculum for all children with SEN to ensure that students are fully included in lessons.
- Using students learning preferences and 'Learning Profiles' to inform a range of teaching strategies.
- Completing SEN documentation in accordance with the Code of Practice (2001), liaising with the SENCO, parent and student
- Seeking advice and support from the SENCO, appropriate Curriculum Leaders, external specialists and colleagues to help them match their classroom provision to the specific needs of the pupil.
- Monitoring progress within The JUS Education Assessment and Marking Policy and by keeping annotated pieces of work and/or observations when this is appropriate.
- Planning with teaching assistants to ensure quality provision for students with SEN.
- Keeping up to date with SEN information and applying recommended strategies

4.5 The Board of Trustees is responsible for:

- Ensuring that the best possible provision is made for all students with SEN.
- Ensuring the integration of all students within The JUS Education community.
- Ensuring that the budget for SEN is allocated appropriately.

Students:

All students are involved in identifying their additional/ Special Educational Needs. Their views are actively sought, listened to and given due weight in planning to meet their needs. Students' Individual Personal Development Plans (PDP) and Individual Learning Plans (ILP) detail their targets and the actions they need to take to achieve success. This is the very essence of The JUS Education slogan "Tuition for Today, Development Forever"

Parents and Carers:

The Home School Agreement offers an important opportunity to ensure that Parents and Carers understand their rights and responsibilities. Parents and Carers are invited to attend regular reviews of their children's Individual Learning Support Plans. Parents and Carers will always be informed, and agreement sought when the involvement of an external agency is suggested.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Once a pupil's needs are identified, support will be provided to provide an integrated, high quality holistic approach to meeting their needs.

- Alternative/Individual timetables/programmes of support
- Full time/part time link placements/Alternative Providers
- In-class support by teacher or Teaching Assistant (TA).
- Withdrawal for individual/small group work including Speech and Language, 1:1 Counselling.
- Multi-sensory methods of teaching.
- Reading, spelling, numeracy, (Individual Learning Programme).
- Behaviour Modification Programmes / Retracking /Anger Management / Social Skills.
- Homework Clubs.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Access Arrangements

JUS Education follows guidance from awarding bodies and the JCQ to ensure that the correct procedure of identification and implementation of access arrangements is in place for all students who are entitled to access arrangements and reasonable adjustments. This is to ensure that no disabled candidate is at a substantial disadvantage in comparison with a candidate who is not disabled.

Identification Process

JUS Education identifies students eligible for access arrangements using the following: - The Learning and SEN needs indicators:

- The Medical Register
- Assessment data e.g., reading age - Book and Assessment Scrutiny from teaching staff
- Outside Agency guidance and recommendations Access Arrangements Procedure

JUS Education ensures that the learners have the correct information and advice on their selected qualifications in an accessible format and that the qualifications will meet their needs. JUS Education ensures that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor. JUS Education assists the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements (using the procedure above).

JUS Education ensures that all access arrangements are effectively implemented once arrangements are approved. These arrangements are shared with all staff so that the access arrangements become the students 'usual way of working'. JUS Education ensure that applications for access arrangements or reasonable adjustments are submitted before the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. - The SENCO produces a file (available for inspection) which contains the following for each application: 7 a. The downloaded approval for the respective arrangement(s) b. The supporting evidence of need c. A signed data protection notice.

5.3 Consulting and involving pupils and parents

The Home School Agreement offers an important opportunity to ensure that Parents and Carers understand their rights and responsibilities. Parents and Carers are invited to attend regular reviews of their children's Individual Learning Support Plans.

Discussion with the pupil and their parents will involve identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. In addition, Parents and Carers will always be informed, and agreement sought when the involvement of an external agency is suggested

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data

- The views and experience of parents

- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Evaluating Success

The success of JUS Education 's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice
- Success of the identification process and pupil self-monitoring of Individual Learning Support Plans
- Feedback from parents, staff and referring schools
- School self-evaluation including analysis of pupil data, test/examination results, value added data, Reintegration and post 16 placements are appropriate and successful
- Visits from the School Improvement Partner

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that “moving on” can be difficult for a student with SEND and so take steps to ensure that any transition is as smooth as possible.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Planning for Sixth form/F. E/Apprenticeships Transfer.

- Transition Plans are drawn up in accordance with parental, student and staff views, this is an important aspect of the year 9, 10 and 11 annual reviews.

- In year 11: Your child will meet with our career’s advisor, to create a plan for their Post 16 education.

- The SENCo and careers advisor will support you and your child on finding the most suitable college or school. Where appropriate, the SENCo/careers advisor will arrange visits to new schools/colleges for your child.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

‘High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.’ SEND Code of Practice (2015, 6.37) At JUS Education , the quality of teaching for all students, including those at risk of underachievement is regularly and carefully reviewed and staff are supported to develop their teaching practice. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies, through CPD and detailed advice to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

The school will apply a graduated approach to needs using a cycle of ‘assess, plan, do, review’ and where necessary escalating interventions, assessment, and referral. Each student will have a guidance document called a ‘SEND profile’ or IEP (Individual Education Plan) this may have been informed by support from a trained specialist e.g.

- ASD Outreach Team

- Sensory Service

- Occupational Health

- Educational Psychologist

- Speech & Language Therapist

- Specific Learning Difficulties Team

Your child will have been identified by the class teacher or SENCO (or you may have raised worries) as needing more specialist input instead of or in addition to outstanding classroom teaching. We may decide to screen your child to discount any specific needs (screeners are not formal assessments for a diagnosis, they are our internal

measure of potential needs). If we identify a potential need, we will inform you of the results and discuss possible ways forward. You will be invited to attend a meeting to discuss your child's progress and contribute to planning possible ways forward. You may be asked to give permission for the school to refer your child to a specialist professional e.g., Educational Psychologist. This will help the school and yourself in understanding your child's particular needs and be able to support them better in school. The specialist professional will work with your child to understand your child's needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support her better.
- Using their specific expertise to support the setting of specialised targets and strategies for teachers to implement.
- A group run by school staff under the guidance of the external professional. o A group or individual work with an external professional.
- The school may suggest that your child needs some individual support in school and how the support could be used, the discussion will incorporate what strategies might be best to put in place.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find out more details about this in Merton Local Offer <https://www.merton.gov.uk/education-and-learning/special-educational-needs-and-disabilities>
- After the request has been made and the school have sent in their response to the Local Authority (with a lot of information about your child - the various interventions and external agency support, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork submitted), appear complex enough to warrant a statutory assessment. If this is the case, they will consult you and ask a series of professionals to assess your child and submit a report outlining your child's needs. After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Education, Health and Care plan. If this is not the case, they will ask the school to continue with intervention at the level of SEN support and will set up a meeting to review the support for your child to ensure they make as much progress as possible. The EHC plan will outline the funding level from the Local Authority and equivalence in terms of the number of hours of individual/small group support your child needs. It will suggest how the support should be used and what strategies need to be implemented. It will also outline long and short-term goals for your child. An additional adult may be used to support your child with in-class learning, run individual programmes or run small groups which include your child.

5.7 Adaptations to the curriculum and learning environment

At JUS Education we seek advice and guidance on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of any internal or external professional assessments and the strategies described in Education, Health and Care Plans.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Reduced, adapted or modified time-table events Regular contact and liaison with parent's Dynamic risk assessments Team Around the Child (TAC) or Family (TAF) meetings to support transition

5.8 Additional support for learning

We have [3] support workers who are able to deliver 1:1 support and an interventions officer to deliver sessions such as [Health and Wellbeing, Numeracy & Literacy].

Support workers will support pupils on a 1:1 basis when [an additional need has been identified within the classroom].

The intervention officer will support pupils in small groups when [A child who is not progressing and is working at a slower pace than their peers].

We work with the following agencies to provide support for pupils with SEN:

- ASD Outreach Team
- Sensory Service
- Occupational Health
- Educational Psychologist
- Speech & Language Therapist
- Specific Learning Difficulties Team
- Local Authority

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [12] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Completing GL Assessments
- Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All clubs, trips and activities offered to students at JUS Education are available to students with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available, to provide additional adult support to enable the safe participation of the student in the activity.

5.13 Support for improving emotional and social development

At JUS Education we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, for instance in PSHE and sessions with the intervention officer and indirectly with every conversation/interaction adults have with students throughout the day. For some students with the highest need for support in this area, we also provide the following:

- KS3 and KS4 mentoring.
- Social, Emotional, Behavioural and Mental Health support through targeted interventions
- Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

5.14 Working with other agencies

JUS Education also works in close partnership with other agencies, such as:

- Catch22
- Social Services
- School Nursing Service
- Metropolitan Police Services
- Educational Welfare Officer
- Youth Offending Team
- Youth Service

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to [Shalia Osman] head of school in the first instance. If, after this, parents or carers are still not satisfied they should approach the Local Authority Special Educational Needs Department and would be advised to follow the Local Authority Complaints Procedure. Parents are encouraged to access advice from the Parent Partnership Scheme.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents of pupils with SEN can find additional on the Merton Council Local Offer website:

<https://www.merton.gov.uk/education-and-learning/special-educational-needs-and-disabilities>

5.17 Contact details for raising concerns

The Head Teacher at JUS Education is Mrs. Shaila Osman is available on 0208 648 9662.

6. Monitoring arrangements

This policy and information report will be reviewed by [Zarah Gadatara and the SEN Board of Trustees Representative)] **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of trustees.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Curriculum Policy
- Equality and Diversity Policy
- Disability & Exams Policy