



Special Educational Needs Policy

Date Approved by Board	
Next Review Due	August 2024

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1. Aims and objectives:

APTCOO are committed to the academic and personal development of all learners regardless of ability. We recognise the diverse and individual needs of all our learners and consider the additional support required by those children with Special Educational Needs and Disabilities (SEND). APTCOO adopts a whole organisation approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all learners and service users. We are committed to ensuring that learners and service users with SEND achieve their full potential. We believe in:

- positive intervention
- removing barriers to learning
- raising expectations and accelerating levels of achievement

APTCOO also works in partnership with various other agencies to ensure that all SEND learners have a positive educational experience at APTCOO. We believe that:

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated
- All children with SEND will be valued as full members of the organisation community
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.

A partnership should exist between the learner, parents and APTCOO. This SEND Policy details how APTCOO (also referred to as 'the organisation') will do its best to ensure that the necessary provision is made for any pupil who has special educational needs, and those needs are made known to all who are likely to teach them. APTCOO will use our best endeavors to ensure that we are able to identify and provide for those learners who have special educational needs, which will allow them to be fully included in all the activities of the organisation alongside their peers. This provision should be reasonably practicable and compatible with the child receiving the special educational provision they need and the efficient education of the other learners with whom they are educated.

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 organisations' responsibilities for pupils with SEN and disabilities.

- [The Special Educational Needs and Disability Regulations 2014](#), which sets out organisations' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCO's) and the SEN information report.

3. Definitions:

3.1 Definition of Special Educational Needs:

A pupil has SEND 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 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 in a mainstream organisation or post 16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

3.2 Definition of APTCOO Admission Arrangements:

The admissions arrangements for all learners are in accordance with national, legislation, including the Equality Act 2010. This includes learners with any level of SEND: those with an Education Health and Care (EHC) plan.

All children and young people must have an Education Health & Care Plan to be considered for admission on to the roll at APTCOO Independent Special School. Our referrals come directly from the local authorities (predominantly Nottinghamshire County and Nottingham City), and direct from education providers. We analyse all referrals on a child-by-child basis and will take into consideration the needs of the children and young people we have on roll whilst consulting with parents and professionals on any new potential intakes.

Individuals needs are highlighted as part of the initial referral information from the commissioners; if there are spaces available parent/carers are then invited to attend a meeting with the Head Teacher to ascertain whether the provision can meet their needs and support their progress and outcomes.

Some admissions are for alternative provision places, via school to school referrals; these children and young people do not necessarily have to have an EHCP when on an AP placement but the Head Teacher/SENCO will liaise directly with the referring school and parent in relation to these placements and suitability etc.

3.3 Definition of APTCOO's Person-Centred Approach:

Young people with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education. At APTCOO, learners will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Partnership with families and other agencies will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the organisation that SEND provision is being made for their child. Partnership with families and other agencies plays a key role in enabling children and young people with SEND to achieve their potential.

APTCOO recognises that families hold key information and have knowledge and experience to contribute to the shared view of a child's and young person's needs and the best ways of

supporting them. All parents/carers of children and young people with special educational needs will be treated as partners and supported to play an active and valued role in their children's education, or short breaks provision.

Identification Assessment is a continuing process that can identify pupils who may have SEND. APTCOO will measure children and young people's progress by referring to:

- Baseline testing-spelling and comprehension
- Evidence from teacher observation and assessment
- Their performance against age related expectations at the end of a key stage using ongoing observations and assessment
- Standardised screening or assessment tools

Teaching and supporting such learners is a whole-organisation responsibility, requiring a whole-organisation response. Central to the work of every basepoint and every subject is a continuous cycle of planning, teaching, assessment, support, and evaluation that takes account of the wide range of abilities, aptitudes and interests of these young people.

Most children, young people and vulnerable adults will learn and progress within these arrangements. However, for individuals with special educational needs, there will be a need to provide an enhanced level of provision that supports and enhances their abilities.

3.4 Definition of APTCOO's Graduated response:

If a learner is known to have special educational needs when they arrive at APTCOO, all staff will:

- Use information from the provider organisation to produce an appropriate curriculum for the learner and focus attention on action to support the learner within the class
- Ensure that ongoing observation and assessment provides feedback about learner progress in their knowledge, skills and behaviours to inform future planning for the young person's learning
- Ensure opportunities for the learner to show what they know, understand and can do through the pastoral programme
- Involve the learner in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in organisation

4. Roles & Responsibilities:

4.1 The SENCO:

The SENCO is: Michaela Ledsham
(The Deputy SENCO is: Abby Armstrong)

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The SENCO's will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in organisation

- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils receive appropriate support and high-quality teaching that meets their needs
- Liaise with potential providers of education, or the relevant roll organisations as part of formal transition planning
- Work with the Headteacher and Governing Body to ensure that the organisation meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that the organisation keeps children, young people or vulnerable adults records up to date

4.2 The SEND Governor:

The SEND Governor is: Karen Kilner

The SEND Governor will:

- Help raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the organisation and update the Governing body on this.
- Work with the Headteacher and SENCO's to determine the strategic development of the SEND policy and provision in organisation

4.3 The Headteacher:

The Headteacher is: Michaela Ledsham

The Headteacher will:

- Work with the Deputy SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the organisation
- Have overall responsibility for the provision and progress of learners with SEN and/or disability

4.4 The Delivery Team:

The delivery team will:

- Be responsible for the progress and development of each learner
- Record the work carried out for each learner and write reports for each learner
- Work closely with specialist staff to plan and assess the impact of support and interventions and how these can be linked to classroom teaching
- Ensure that they adhere to the SEND policy in daily, embedded practice
- Contribute to the assessment of each pupil
- Attend and input into EHCP reviews

5. SEN Information Report

- Please see our website for the detailed SEN Information Report for the 2022/23 academic year

6. Monitoring Arrangements

All pupils on entry to APTCOO will be initially monitored for a 6-week 'Nurture' assessment period/phase supported throughout by the SENCO's. This allows the learner to settle into their new environment and for staff to observe and conduct their individual baseline assessments. During the teaching day staff continually monitor the learner and make adaptations to overcome any barriers to learning or to provide challenge and support if appropriate. As part of the whole organisation monitoring procedures, staff report to the senior management team half termly during learner progress meetings. The learner progress meetings allow the staff to discuss the learner's progress and achievements to date, and to further plan the bespoke learning for the next half term.

6.1 Monitoring Learner Progress

Staff may conclude that the strategies they are currently using with a learner are not effectively resulting in the progress achievable. In these circumstances, they will consult with the Headteacher and SENCO to consider what other strategies might be employed. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies currently in place may lead to the conclusion that the learner requires support over and above that which is normally available within the setting or subject area.

The key test of the need for action is evidence that current rates of progress are insufficient. Progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the learner and the learner's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the learner's previous rate of progress
- Encourages attendance and re-engagement in learning
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment

When a learner is identified as having special educational needs, APTCOO will provide interventions that are additional to or different from those provided as part of the organisation's usual differentiated curriculum. This intervention will be described as SEND support. The level of additional intervention and support will depend on the individual learner's need.

The triggers for intervention could be concern, underpinned by evidence, about a learner, who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a learner's identified area of development need
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not alleviated by the behaviour management techniques usually employed in the organisation
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- The SENCO and Support staff will support the assessment of the learner, assisting in planning future support for the learner in discussion with colleagues and monitoring the action taken

6.2 Nature of Intervention

APTCOO, in discussion with the family, will decide on the action needed to help the learner to progress in the light of their earlier assessment. This might be:

- To provide different learning materials or special equipment
- To introduce some group or individual support
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- Access to Local Authority support services for one-off occasional advice on strategies or equipment or for staff training
- To provide effective intervention without the need for regular or ongoing input from external agencies

6.3 Assessing and reviewing learners' progress towards outcomes

- APTCOO reviews and assesses learner progress throughout the year
- Progress towards outcomes is recorded formally on a termly basis, and through annual EHCP reviews
- Progress is reviewed and shared with families through annual reviews.
- Reviewing the quality of provision is undertaken via surveys of learners, parents and staff and via annual commissioner quality assurance and compliance checks
- The organisation reports regularly to the Governing Body on learner's progress via the termly Headteacher's report to Governors

6.4 Progress towards outcomes will draw on:

- Assessment and experience of the learner
- Previous progress, attainment and behaviour
- Other professionals' assessments, where relevant
- The individual learner's development in comparison to their peers and national data
- The views and experience of parents and carers
- The learner's own views
- Advice from external support services

Assessments are reviewed regularly; moderation of progress is undertaken via internal and external moderation processes.

All staff working with each learner will be made fully aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. The effectiveness of the support and interventions, and their impact on the individual's progress is reviewed regularly.

Annual Review of a Statement/Education, Health and Care Plan (EHCP)

All Education, Health and Care plans will be reviewed at least annually with the families, the learner, the commissioning organisation, the relevant Local Authority and APTCOO staff to consider whether any amendments are required in relation to the learner's needs or to the special educational provision specified in the plan.

7. EAL (English as an Additional Language)

EAL is not seen as SEND specifically but may impact progress, attainment, or outcomes. If EAL learners, are referred to APTCOO provisions or are found to require additional support for EAL after their admission, APTCOO will work together with relevant support services to provide support in whichever way facilitates access to the full curriculum.

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Appendix 1

Policy/Procedure for: Special Educational Needs Policy

RECORD OF CHANGES

DATE	AUTHOR	PROCEDURE	DETAILS OF CHANGE
02.11.2021	Compliance Lead	Policy Review & Update to V2	Change of format and clarity of process and information on how APTCOO will support and make provision for children and young people with SEND
4th July 2023	Compliance Lead	V2 Policy Update	Addition of EAL support
16 th August 2023	Compliance Lead	Policy Review and update to V3	<ol style="list-style-type: none">1. Amendment of Head Teacher details (4.3)2. Addition of Deputy SENCO details (4.1)3. Update of SEN Link Governor details (4.2)4. Clarity of nature of intervention details (6.2)5. Updated link to 22/23 SEN Information Report (5)6. Clarity of admission arrangements (3.2)