



# Special Educational Needs and Disabilities Policy

<b>Policy control table</b>			
<b>Policy title:</b>	Special Educational Needs and Disabilities Policy		
<b>Author:</b>	Sally Peedle		
<b>Policy Version:</b>	2		
<b>Approved on:</b>			
<b>Approved by:</b>			
<b>Review Date:</b>	September 2024		
<b>Document History</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of revisions</b>
1	September 23	Sally Peedle	

## **Contents Page**

**Page 3 - 6** - Introduction

**Page 6** - Definition of SEND

**Page 6** - Definition of Disabled

**Page 6** - Legislation and Guidance

**Page 7 - 8** - Aims and Objectives

**Page 9** - Admission Arrangements

**Page 9 – 11** - Roles and Responsibilities

**Page 11** - Compliance

**Page 11 – 12** - Responsibility for Special Educational Needs

**Page 13** - SEN information report

**Page 13 – 16** - Identifying Special Educational Needs

**Page 16 – 17** - The Graduated Response

**Page 17** - Adaptations to the curriculum and learning environment

**Page 17 – 18** - Entry and Exit from the SEN Register

**Page 18** - Support for students and families

**Page 19** - Supporting students with Medical Conditions

**Page 19** - Monitoring and Evaluation of SEND

**Page 20** - Training and Resources

**Page 20** - Managing and Storing information

**Page 20** - Review of the SEND Policy

**Page 20 – 21** - Accessibility

**Page 21** - Complaints Procedure

**Page 21** - Bullying

**Page 21** - Final words

## Introduction

### **Rotherham Aspire:**

Aspire is the Local Authority (LA) maintained Pupil Referral Unit for Rotherham. It serves all secondary and primary schools within the borough and supports both permanent exclusion and dual registered partnership placements. We also have a small number of students with EHC Plans most of which are awaiting specialist placements. Aspire serves students predominantly with Social, Emotional and Mental Health Difficulties and students who are unable to attend a mainstream setting for various reasons. We are committed to meeting the complex needs and individual challenges of all students and we provide high quality teaching and learning with personalised support for our students and families.

We believe that all of the students of Rotherham Aspire deserve excellence. We believe that learning is our core purpose and that our duty of care is our most important obligation. We are committed to working in partnership with parents, carers and all other stakeholders who contribute to the progress of our students.

At Rotherham Aspire we aim to offer a positive experience which promotes success in the students' academic, social, moral and personal growth.

A young person may be described as having a special educational need if he / she has a;

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings.

This policy has been updated in response to the Children and Families Act 2014 and the SEND Code of Practice 0-25 (2014) and has due regard to legislation, including, Health and Social Care Act 2012, Equality Act 2010: advice for schools DfE (Feb, 2013) and the Mental Capacity Act 2005.

The following principles underpin this policy:

- The early and effective identification of young people's needs.
- The joint involvement of parents and young people in identifying needs, discussing aspirations, setting targets and making decisions for their future.
- Collaboration between education, health and social care services to provide high quality, personalised provision to meet the needs of young people with SEND.
- Successful preparation for adulthood, including independent living and employment

The key actions to deliver our beliefs and aims are to develop thinking and emotional skills by encouraging students to talk and us to listen, to constantly seek improvement as individuals and a school and to use successes as a platform for progress.

We have students aged from 5 to 16 across 3 sites; Hutton Park, Rawmarsh and Catcliffe

**Hutton Park** - Our Hutton Park campus delivers vocational courses for predominantly Key Stage 4 students as well as working towards formal academic qualifications in English and Mathematics. Hutton Park Aspire caters predominantly for Key Stage 4 and some Upper Key Stage 3 students following accredited courses leading to recognized qualifications.

All students at Hutton Park study AQA English and Mathematics to GCSE standard along with Functional Skills in English and mathematics.

Full time students will have the opportunity to follow two vocational options. The vocational curriculum is designed to be modular in construction so as to accommodate in year admissions and provide for the wide range of abilities.

Students at Hutton Park have the opportunity to follow vocational programmes in the following qualifications:

NCFE Entry, Level 1 & Level 2 qualifications in Creative Craft (e.g. 600/4944/3)

NOCN Entry, Level 1 & 2 qualifications in Introduction to the Hospitality Industry (e.g. 600/4475/5)

NOCN Entry, Level 1 & 2 qualifications in Creative Hair Studies (e.g. 600/3477/4)

NCFE Entry, Level 1 & 2 qualifications in Caring for Children (e.g. 500/9010/0)

NOCN Entry, Level 1&2 qualifications in Construction Crafts (e.g. Multiskills) (601/6302/1)

NOCN Entry, Level 1 & 2 qualifications in Vocational Studies Sport and Leisure (e.g. 601/0156/8)

Students also follow a through programme of Personal, Social, Health, Citizenship, Careers and Economic Education (PSHCE). They have the opportunity to complete qualifications in the following areas;

NCFE Level 1 Award in Alcohol Awareness (601/3184/6)

NCFE Level 1 Award in CV Writing (600/3917/6)

NCFE Level 1 Award in Awareness of Substance Misuse (603/1924/0)

NCFE Level 1 Award in Sexual Health Awareness (501/0254/0)

Students also have the opportunity to follow a programme of Physical Education. Students in Year 11 receive substantial impartial careers advice and guidance to support their transition to destinations after Rotherham Aspire.

Additionally, all students have access to an enrichment programme designed to build cultural capital amongst students and address some of the outcomes of the Preparing For Adulthood (P4A) programme.

Finally, throughout their time with Aspire students will be connected to a dedicated Learning Mentor when needed, they will work closely with students and home, to help remove any barriers to their education.

**Rawmarsh** - Our Rawmarsh site is an SEMH Centre for Key Stage 1, 2 and 3 students covering full or part time provision

#### Primary Phase

Our Primary model follows a modified National Curriculum, through thematic cross-curricular projects and explicit numeracy and literacy lessons. Our Primary phase is organized into three distinct groups; Nurture, Lower Primary and Upper Primary with students allocated according to age as well as stage of development.

Each group receives one numeracy and literacy lesson every day. They are taught PE and the thematic projects cover Science, Art, Design, Technology and Humanities (History & Geography).

#### Key Stage 3

Our Key Stage 3 groups also follow a modified National Curriculum. They receive one mathematics and English lesson every day. Students also follow programmes of study in Science, Humanities, Art, Design, Technology, ICT, PE and Personal, Social, Health and Citizenship Education (PSHCE).

Additionally, all students have access to an enrichment programme designed to build cultural capital amongst students and address some of the outcomes of the Preparing For Adulthood (P4A) programme.

Finally, throughout their time with Aspire students will be connected to a dedicated Learning Mentor when needed, they will work closely with students and home, to help remove any barriers to their education.

**Catcliffe** - Our Catcliffe site is an SEMH Centre for Key Stage 3 and 4 students covering full or part time provision

Catcliffe Aspire caters predominantly for Key Stage 4 and Upper Key Stage 3 students with complex needs and Education Health Care Plans, who are able to follow accredited courses leading to recognized qualifications.

All students at Catcliffe Aspire study AQA English and Mathematics to GCSE standard, along with Functional Skills in English and mathematics.

All students have the opportunity to follow vocational options. The vocational curriculum is designed to be modular in construction so as to accommodate in year admissions and provide for the wide range of abilities.

Students at Catcliffe have the opportunity to follow vocational programmes in the following qualifications:

NCFE Entry, Level 1 & Level 2 qualifications in Creative Craft (e.g. 600/4944/3)

NOCN Entry, Level 1 & 2 qualifications in Introduction to the Hospitality Industry (e.g. 600/4475/5)

NOCN Entry, Level 1 & 2 qualifications in Creative Hair Studies (e.g. 600/3477/4)

NCFE Entry, Level 1 & 2 qualifications in Caring for Children (e.g. 500/9010/0)

NOCN Entry, Level 1&2 qualifications in Construction Crafts (e.g. Multiskills) (601/6302/1)

NOCN Entry, Level 1 & 2 qualifications in Vocational Studies Sport and Leisure (e.g. 601/0156/8)

Entry Level Motor Vehicle Construction (off site)

Some of these courses are delivered at our Hutton park site. Students also follow a programme of Physical Education as well as PSHCE. They have the opportunity to complete qualifications in the following areas;

NCFE Level 1 Award in Alcohol Awareness (601/3184/6)

NCFE Level 1 Award in CV Writing (600/3917/6)

NCFE Level 1 Award in Awareness of Substance Misuse (603/1924/0)

NCFE Level 1 Award in Sexual Health Awareness (501/0254/0)

Students in Year 11 receive substantial impartial careers advice and guidance to support their transition to destinations after Rotherham Aspire.

Additionally, all students have access to an enrichment programme designed to build cultural capital amongst students and address some of the outcomes of the Preparing For Adulthood (P4A) programme.

Finally, throughout their time with Aspire students will be connected to a dedicated Learning Mentor when needed, they will work closely with students and home, to help remove any barriers to their education.

We believe in providing learning appropriate to each child's needs, abilities, skills and talents and so we take a 'stage not age' approach to the learning groups and how learning and lessons are organised.

Our students currently have the following stated as either their first or second primary learning need:

- Social, Emotional and Mental Health Difficulties
- Moderate learning difficulty
- Autistic Spectrum Disorder

- Speech, Language and Communication Needs
- Physical Disabilities
- Visual Impairment
- Other difficulty or disability
- Hearing Impairment
- Multisensory disorder
- No specific Assessment
- Specific Learning Difficulties

As defined by the SEND Code of Practice 2015, a Student Referral Unit (PRU) is: “Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for students who would otherwise not receive suitable education because of illness, exclusion or any other reason.”

## Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is additional to or different from differentiated curriculum plans. Rotherham Aspire regards students as having a SEND if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA. 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 will be taught.

## Definition of Disabled

See: Equality Act 2010 A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. SEND provision at Rotherham Aspire is characterised by:

- ✓ Early identification and intervention
- ✓ Removing barriers to learning - adopting a holistic approach
- ✓ Working cohesively with parents and carers
- ✓ Good communication
- ✓ Tracking and monitoring of students' progress
- ✓ Focus on outcomes for students and not just hours of provision/support
- ✓ Raised aspirations of and expectations for all students with SEND
- ✓ Close working relationships with outside professionals
- ✓ Class teachers retain responsibility for students with SEND and their provision
- ✓ Smooth transition for all students with SEND

## 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 co-ordinators (SENDCOs) and the SEN information report

## Aims and Objectives

### *Aspire is Committed to the Following Aims for students with SEND:*

- Delivering high quality teaching—differentiated for individual students—in response to students who have (or may have) SEN. Additional intervention and support does not compensate for a lack of good quality teaching.
- Regularly and carefully reviewing the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and—where necessary—improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Ensuring full entitlement and access for all learners to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- Removing barriers to learning and putting an effective special educational provision in place (when a student is identified as having SEN).
- Educating learners with SEN—whenever possible—alongside their peers and within the national curriculum, giving consideration to appropriate wishes of parents / carers and the necessity to meet all learners’ individual needs.
- Identifying and assessing learners with SEN as early and thoroughly as is possible. Including working with specialist services such as the Educational Psychology Service, Specialist Inclusion Team and Speech and Language Therapy Service.
- Involving parents / carers and the learners in the identification, assessment and delivery of an individualised SEN provision and striving for collaboration between all relevant stakeholders.
- Meeting the needs of all learners experiencing SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- Ensuring that an inclusive environment is created and fostered where all members of the school community respect and care for each other.
- The Local Authority are aware that where a student is Permanently Excluded or attends Aspire through an alternative admission process, Aspire cannot and are not obliged to meet the needs of the students Section F in their Educational Health and Care Plan. Aspire’s SENDCO will review all students with an EHCP to support the Local Authority in finding a provision that can meet their needs.

Rotherham Aspire has a higher-than-average proportion of students which are eligible for free school meals. We have several students who are part of the care system and some whose families are involved with social services and other outside agencies. The overall person responsible for Looked After Children (LAC) is Lee Morrill (Headteacher), however Sally Peedle is the Designated Teacher for Looked After Children and will be the first point of contact and attend all meetings pertaining to Looked After Children.

Many students have been permanently excluded from mainstream schools and often have attendance issues. In addition to their SEMH and learning needs, some students may also have safeguarding concerns that will need responding to accordingly.

- All staff in the school are confident in working in SEN. All staff are committed to delivering engaging, high quality and well differentiated work to ensure students in their class make good progress each lesson. All data and progression is tracked by school staff at each site and this is shared with parents/carers at termly ‘Friends and Family Progress, Achievement and Target’ days. All staff at Rotherham Aspire work within the guidance of the SEND Code of Practice 2015 and provide ‘quality first’ teaching.

- Student's emotional and mental health needs are met in school in a number of ways. All staff are trauma aware and always use therapeutic language.
- Targets are set up on their Student Support Plans (SSP) and reviewed through use of the Boxall profile 3 times a year. Teachers complete students Strengths and Difficulties Questionnaires (SDQ) on a termly basis and are currently working towards using Thrive assessments for all students.
- We meet with CAMHs fortnightly with key workers who will fast track requests appropriately.
- We have a designated Educational Psychologists (Dr Joanne Askew) who is available to support students who are struggling to engage with learning.
- Within school, students have access to our Safeguarding Lead (Nichola Plant) who is able to speak to students on a confidential basis about any issues they have. She is also the school link with Social Care and can make referrals to outside agencies.
- Special Education Needs coordinator SENDCO (Sally Peedle), works across all sites and implements the SEN Policy of Rotherham Aspire. She will provide support to staff and students in how best to meet the needs of the individuals and liaise with other professionals. She will also oversee the Annual Review and Educational Health and Care plans alongside staff. She is available for parents to contact should they wish to discuss any matters relating to SEN. There is currently no designated school police officer assigned to Aspire.

#### **Objectives of the Management Committee in making provision for students with SEN**

- Make best endeavours to ensure that the necessary provision is made for any student who has SEN.
- Determine the role of the SENDCO in relation to the leadership and management of the school.
- Determine the key responsibilities of the SENDCO and monitor the effectiveness of the SENDCO in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for students with SEN.
- Make sure that parents are notified of a decision by the School that SEN provision is being made for their child, and consulted for their views on this.
- Make sure that students with SEN and/or disabilities join in the activities of the school together with students who do not have SEN or disabilities, so far as is reasonably practical and compatible with the student receiving the SEN provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Ensure that all staff are aware of the SEN and Disability policy of the school and work appropriately with all SEN and disabled children.
- Have regard to the SEN Code of Practice when carrying out its duties toward all students with SEN.
- Report to parents on the implementation of the School's SEN and Disability policy and consult with them on this.
- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable to co-ordinate SEN provision in the local area.



## Admission Arrangements

In addition to the information given at <http://www.rotherhamAspire.org/admissions>. Aspire's admissions procedures require children and young people with SEN to be treated fairly. Admissions authorities must consider learners who have SEN with or without an EHC Plan.

All learners' current skills and levels of attainment are assessed, on entry. Students will have a Student Support Plan (SSP) based on the Rotherham Student Support plan. This includes detailed information and a 'One-page Student Profile'. Individual risk assessments are also carried out upon admission and consistently updated to enable a plan for successful education with our setting or their reintegration into a mainstream school.

## Roles and Responsibilities

- The Chair of Management Committee responsible for SEND is Lisa McCall
- The Designated Teacher with responsibility for Looked After Children is Sally Peedle.
- The management of PPG funding is led by Lee Morrirt.
- The management of LAC funding is led by Sally Peedle and Lee Morrirt.
- The member of staff responsible for managing the needs of students with medical conditions is Lee Morrirt
- All members of staff are first aid trained and are able to provide first aid.

### **The Management Committee has a responsibility to:**

- Fully engage parents and / or young people with SEND during all decision making.
- Designate an appropriate member of staff (SENDCo) as having responsibility for coordinating provision for students with SEND.
- Appoint a Designated Teacher for 'looked after' children.
- Ensure Identification, assessment and make appropriate provision for all children and young people with SEND.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Ensure that students with disabilities are not discriminated against, harassed or victimised. ▪ Publish annual information on the SEND Policy and available facilities to support students with SEND including a review the accessibility plans every three years.
- Ensure that complaints/appeals procedures are made known to parents and students through a single point of access including SEND tribunal.

### **The Head teacher has a responsibility to:**

- Ensure that all teachers and appropriate staff are aware of the needs of SEND students and are fully competent in meeting these needs
- Ensure that teachers monitor and review the student's progress every half term.
- Ensure that the SENDCo has sufficient time and resources to fulfil their responsibilities.
  - Regularly and carefully review the quality of teaching for students at risk of disengagement or underachievement, as a core part of performance management arrangements.
- Ensure that teachers are skilful in understanding the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.
- Work with the SENDCO and Chair of Management Committee 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.

### **The SEND Coordinator (SENDCo) must:**

- Be a qualified teacher with an appropriate postgraduate qualification or working towards this.

- Collaborate with the Management Committee and headteacher as part of the leadership team, to determine the strategic development of SEND policy and provision.
  - Ensure that Rotherham Aspire meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
  - Undertake day-to-day responsibility for the operation of SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
  - Coordinate the specific provision made to support individual children with SEND.
  - Liaise with the relevant Designated Teacher where a looked after student has SEND.
  - Advise on a graduated approach to providing SEND support.
  - Advise on the deployment of the delegated budget and other resources to meet students' needs effectively.
  - Liaise with the parents of children with SEND whenever necessary.
  - Liaise with schools, Academies, Educational Psychologists, health and social care professionals, as well as other appropriate support services.
  - Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned and to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
  - To add specific information to children's individual learning plans which identifies additional learning needs.
  - Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
  - Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
  - Ensure that children with SEND are provided with equal opportunities to peers and are able to participate in all activities.
  - Keep up to date with national and local initiatives and regulations.
- Ensure the school keeps the records of all students with SEN up to date.

**Class / subject teachers must:**

- Be responsible for the progress and development of every student in their class.
- Create an accessible and engaging learning environment.
- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the student themselves. This includes overseeing the SSP documents for students in their care.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Work 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.
- Plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.
- Undertake INSET courses relating to SEND issues and other relevant CPD.
- Prepare lessons which are personalised to meet the learner's needs, using the support of a Teaching Assistant where needed.
- The form tutor is the first point of contact for the parent; the teacher will call parents on a daily basis.
- Participate in staff learning walks, formal lesson observations, and department lesson observations.
- New students complete a Hodder test to assess current learning level, this is used to identify gaps in learning and facilitate personalised provision.

- Data is recorded every half term on a student support plan, this is then sent out via the post for parents.
- Data is accessible on the school staff shared drive for all staff to access at any time.
- Work closely with the SENDCO to review each students progress and development and decide on any changes to provision.

## Compliance

Every school is required to identify and address the Special Educational Needs of its students.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0 – 25 (2014)
- Children and Families Act 2014
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

Reference should also be made to the School's SEND Information Report available at:

<http://www.rotherhamAspire.org/sen>

This policy was written by Sally Peedle (SENDCO) in partnership with the Chair of Management Committee (Lisa McCall) and in liaison with Headteacher; Lee Morritt, SEND Code of Practice, 6.89 (SLT). In the case of the absence of Sally Peedle, queries should be addressed to Lee Morritt.

In this policy, Special Educational Needs (SEN) and Special Educational Needs and Disabilities (SEND) may refer to students with additional needs, those with disabilities and those with additional needs and disabilities.

## Responsibility for Special Educational Needs

- The Headteacher has overall responsibility for Special Educational Needs and Disabilities (SEND) provisions at ASPIRE.
- The SENDCO at Rotherham Aspire is Sally Peedle
- Sally Peedle is part of the Senior Leadership Team.
- Sally Peedle is also a Specialist Assessor and has completed a Certificate in Psychometric Testing and Access Arrangements. (CPT3A)
- The SENDCO is a Trauma Informed Practitioner
- The SENDCO has strategic responsibility for SEND across the ASPIRE sites.
- The staff are responsible and accountable for the progress and development of the SEND students in their class, including where students access support from teaching assistants or specialist staff.

Rotherham Aspire provides a full-time education focused on improving life chances for students permanently excluded from mainstream schools in Rotherham.

We do this by:

- Addressing significant delays in learning and progress
- Increasing engagement and improving attitudes towards education
- Delivering qualifications, life skills and placements as gateways to a wide range of post 16 options.

Every teacher is a teacher of every young person including those with SEND. All students who do not have an Education Health and Care Plan are currently at SEND Support Level and are provided with a personalised curriculum towards equal learning opportunities.

Every school is required to identify and address the Special Educational Needs of its students.

This policy is in keeping with school's stated Aims, its Curriculum Policy and its Policy on Assessment and Recording and in line with Rotherham Local Authority's Policy on Special Educational Needs and Disabilities regulations (2015). It will be reviewed annually.

- This policy refers to children and young people with special educational needs and disabilities (SEND). The guiding principle informing this policy is ensuring that children and young people with SEND and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- The *Education Act 1996* states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for students of the same age.
- The *Disability Discrimination Act (DDA) 1995* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.
- It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the *SEN Code of Practice, DfES 2001*, the school accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.

Special Educational Needs can be categorised as occurring within the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

All learners at Aspire are offered help, advice and support, and most will already have an identified SEND need. They are usually experiencing SEMH difficulties and therefore we have been asked to provide additional and different provision to that of a mainstream setting. SEN needs may also co-occur across the four categories above, and we endeavour to support all the learning needs of the students in our settings.

## SEN information report

### 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

## Identifying Special Educational Needs

### *Identification, Assessment and Review Procedures*

Where a student is identified as having SEN, ASPIRE takes action to remove barriers to learning and put an effective special educational provision in place. We assess the strengths and needs of all students as part of the transition process into Aspire through the 'Journey of the Child'.

- Staff are involved in liaising with the learners' previous school(s) and as much information as possible is collected on all learners. Student Support Plans are jointly written with the students' previous school or setting and informed by any existing Education Health and Care Plan (EHCP) or Student SEN Support Plan.
- As part of their induction, all learners complete an Access reading assessment and other baseline assessments. These promptly identify initial areas of concern. They include: Diagnostic reading Assessment (DRA), Hodder Reading Age and Maths Age assessments; Strengths and Difficulties Questionnaires (SEMH); Boxall Profile (SEMH)
- The advice of the Specialist Inclusion team (SIT) may be sought in terms of observation and support of teaching practice or in the form of diagnostic and standardised assessments with individual students.
- Students with long term Special Educational Needs will be provided with an Educational Psychology Assessment, with a view of determining whether the student may need SEN support through an Education and Health Care Plan. This information is analysed to determine students' strengths and areas for development.
- The Student Support Plan provides the basis of Aspire's 'Plan, Do and Review' process to update student progress formally on a termly basis. The Student Support Plan is shared with staff and students and parent/carers as part of the termly Friends and Family day. Class and subject teachers, supported by the Senior Leadership Team (SLT), make regular assessments of progress for all students
- Students' with existing Education and Health Care Plans will be have their strengths, needs and recommended provision incorporated into their Student Support Plan. The EHCP plan will be reviewed on a yearly basis to ensure the document is up to date and reflects any changes and progress.

Provision for Learners with Special Educational Needs Access to a balanced and broadly based curriculum is achieved through:

- In-class support: Quality First Teaching
- Teaching Assistant withdrawal to address literacy and numeracy needs or specific learning difficulties, dependent on need
- Small teaching groups
- Adaptive teaching/Differentiation in all lessons
- Access to Student Learning Mentors

Other / Additional Multi-Disciplinary support may include:

- Social Services
- Educational Psychology Service (EPS)
- Specialist Inclusion Team (SIT)
- Child and Adolescent Mental Health Service (CAMHS)

The student's needs would first be considered in terms of the four main areas of need that are outlined in the SEND Code of Practice (2014). These are:

#### Communication and interaction-

- Students with speech, language and communication needs (SLCN) may have problems communicating with their peers and other adults. This could be because that cannot say what they want to say, they cannot understand what is being said to them or they do not understand the social communication rules. Every student with SCLN is completely different and their needs may change over time.
- Students with ASD including Autism and Asperger's Syndrome may have other difficulties with social interaction and knowing what the appropriate behaviour is in different situations. These students may need additional support in helping them interact successfully with others.

#### Cognition and Learning:

- Some students may have learning difficulties where they learn at a slower pace to the rest of their peers, even when there is appropriate differentiation in place. Learning difficulties can range from mild learning difficulties (MLD) to severe learning difficulties (SLD) and also profound and multiple learning difficulties (PMLD) where students may also have significant health, physical or sensory difficulties.

#### Social, emotional and mental health difficulties:

- Students may experience a wide range of social and emotional difficulties that can manifest themselves in many different ways. Students may become withdrawn, isolated or display challenging, disruptive and disturbing behaviour. These behaviours may be due to underlying health issues such as anxiety or depression, self-harming, substance misuse and eating disorders. Other students may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

#### Sensory and/or Physical needs:

- Some students may require special educational provision because they have a disability which prevents them from accessing the educational facilities' that are generally provided. These difficulties may change with age or over time. Students with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to allow them to access the learning materials. Some children with a physical disability (PD) may require other support, equipment or provision to allow them to access educational facilities.

The purpose of identification of an area of educational need is to work out what action the school needs to take. The purpose is not to fit a child into a category. We identify the needs of students by

considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Aspire will always consider other things that are not classed as special educational needs, but which may impact on progress and attainment, such as:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **Disabilities**

Many young people who have SEND may have a disability described 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 provides a relatively low threshold and includes more young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled young people and those with SEN. Where a disabled young person or young person requires special educational provision they will also be covered by the SEN definition.

Aspire’s Equality and Diversity Policy and the Accessibility Plan can be found on our website: <http://www.rotherhamAspire.org/>

### **Special Arrangements for Examinations / Access Arrangements:**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with Special Educational Needs, Disabilities or temporary injuries to access the assessment without changing the demands of the assessment. (Must be the student’s normal way of working) For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Learners who require special arrangements for formal examinations are assessed by a qualified level 7 SENDCO within Aspire. Specific special consideration regarding Access Arrangements is applied for with the relevant exam boards. Learners who have permission for special exam arrangements sit their exams while we provide the necessary support such as a reader, scribe and / or extra time.

Reasonable Adjustments, The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. Access arrangements that must be applied for on-line include:

- Bilingual dictionary with extra time of up to 25% (solely for the use of the dictionary)
- GCSE qualifications only
- Computer reader
- Examination on coloured/enlarged paper
- 25% extra time
- Extra time over 25%

- Modified papers (see Chapter 6, pages 74-80)
- Practical Assistant in practical assessments
- Practical Assistant in written papers
- Reader
- Scribe/speech recognition technology

Process for access arrangements at Rotherham Aspire

1. All students admitted into Rotherham Aspire complete a Hodder test as a baseline assessment.
2. Based on the assessment results students are then provided with reasonable adjustments in lessons as part of their normal way of working.
3. If the support is effective and continued to be required throughout the examination's students are then put forward for access arrangements. (must be the student's normal way of working)
4. The SENDCO then completes the Form 8 and begins assessments with students.
5. Using JCQ access arrangements are applied for- Window closes 21<sup>st</sup> march 2024
6. When an access arrangement has been processed online and approved the evidence of need is available for inspection by the JCQ Centre inspection service (available in hard copy format)
7. A signed data protection notice confirming the candidates consent to the process of the access arrangements is also kept on file.
8. Students which JCQ have approved for the relevant access arrangement are then given a reader (TA/Support staff) extra time or other access arrangement.

*Primary aged students will be assessed against the National Access Arrangements to judge whether they fulfil the requirements for adaptations or additional time in their end of KS2 SAT tests.*

### **Parents / Carers and Learners' Involvement**

The views of all our learners and their families are taken into consideration and we apply a Person Centred approach at all times. Every effort is made to ensure that support is planned in consultation and agreement with them.

Annual Review targets and Student Support Plans targets are written in agreement with the learner and their parent / carer. Both the learner and their parent / carer are also involved in the structured review cycles of targets. We value the contribution that parents / carers can make and believe that the most effective way of working with a learner with SEN is where the parents / carers and the school work in positive partnership.

Person Centred planning is important. Parent/Carer Consultation Meetings take place termly. Parents/carers are also invited to attend Educational Review meetings and Annual Reviews of EHC Plans and are encouraged to make a full contribution.

### **The Graduated Response**

Some students join Aspire with an existing EHCP. For those students who may not, the following process will apply. In recording student's needs on an SEN record or register, our criteria for "entering" a student on this record will include;

- What work has to be done prior to the permanent exclusion or arrival at our setting, and by whom – the Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (Pg. 88 Section 6.37 onwards).
- All Staff are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality adaptive/differentiated teaching for individual students, is the first step in responding to students who have SEN.



- Additional intervention and support cannot compensate for a lack of good quality teaching. This is why all students have a target of 95% attendance.
- Aspire will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and where necessary, improving staff's understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- SLT, the SENDCO, and staff at Aspire consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This should include high quality and accurate assessment, using effective tools and early assessment materials such as; Boxall Profiles and SDQs.
- For higher levels of need, Aspire will draw on more specialised assessments from external agencies and professionals, including speech and language, educational psychology, CAMHS and others.
- Any decision to place a student on the register follows an application of the steps outlined in the SEND Code of Practice (2014) assess – plan – do – review cycle.
- Parents and students are fully consulted at all stages. Students who continue not to make progress, or who exhibit undiagnosed needs or increased severity or complexity of need, will be formally assessed for an EHC and other specialist settings will be considered.

## **Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum to ensure all students 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.

## **Entry and Exit from the SEN Register**

- Parents may wish to consult the Local Offer at <http://www.rotherhamsendlocaloffer.org/>. This provides parents and schools with information about the provision that is offered at all Rotherham Schools.
- Prior to or during EHC process reviews, parent/carers meet with staff to discuss their views, and the child will meet with a member of staff to hear their aspirations, strengths and how best to help them. The school will specify the targets for students in terms of Specific, Measurable, Achievable, Realistic and Time scaled (SMART) outcomes.
- Students may exit the SEN record on readmission to a mainstream school following a period of transition.

### ***Managing the needs of students on the SEN register:***

- Aspire uses One Page Profiles, Boxall profiles, SDQ, subject targets, termly PAT meetings and termly analysis to outline needs and measure progress towards removing barriers. These focus on what works, the clear outcomes to be achieved within an agreed time frame, and who is responsible for maintaining and updating the record/plan. These are updated on a minimum of termly basis or more often depending on the needs of the student.
- The provision of Aspire is tailored to allow for smaller group sizes; involvement of Learning Mentors and individual and small group therapeutic sessions. Students are organised according to need and occasionally 'stage not age' and are placed in a groups/sites with appropriate peers.

- All staff (including SLT) attend a briefing meeting, run by SLT, where any issues of the day are discussed and any further action for the next day are decided. This allows staff to hear about the whole day of a student and inform others of any issues or concerns that they may need to know. These take the form of the assess-plan-do-review cycle, so that where issues have arisen, staff can plan new strategies, or review those already in place. Parents of all students are contacted either via phone call to inform of any changes or to update them on their child's day, and discuss any changes or issues.
- Our students at Aspire can also attend placements in the community. These allow students to gain interpersonal skills and broaden their experienced outside of school. They are more vocational and allow students to develop skills in areas that they might like to work in.
- Parents and students are involved and always informed of key events.

## Support for students and families

- Aspire maintains its statutory requirement to provide a SEN Information Report; *Regulation 51, Part 3, section 69(3)(a) of the Act*. This is written by the School and the chair of management Committee with responsibility for SEN.
- All parents and carers can access the Rotherham Local Offer to find a provision that meets the needs of their child. Admission arrangements can be found on the Aspire website or by contacting the office.
- Links with other agencies to support the family and student are open to discussion with the SENDCO and referral can be made at any time.
- All students are able to access appropriate exams and other assessments. If required, students are assessed for any difficulties that require alternative access arrangements in exams. If they are eligible, students can have a reader, scribe or extra time in exams.
- Students that transition to Aspire from another school will follow a reduced transition timetable initially, following consultation and wishes of the parents and child. Students are able to attend for reduced time per week or day and build this up in line with their needs.
- Transitions from Aspire to Post-16 provision are managed by Centre Heads and the SENDCo. Students are given advice about the options that are open to them, and staff can arrange for students to visit placements that they are interested in.
- Students with medical conditions are seen by their local GP and/or CAMHs.
- Parents/carers of students with SEND are encouraged to share their knowledge of their child; with the headteacher and SENDCO who will value their views and contributions and take them into account.

The review planning that the school implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

1. Focus on the student as an individual, not their SEND label.
2. Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
3. Highlight the student's strengths and capabilities.
4. Enable the student, and those who know them best, to communicate what they have done, what they are interested in and what outcomes they are seeking in future.
5. Tailor support to the needs of the individual.
6. Work to minimise demands on families.
7. Bring together relevant professionals to discuss and agree together the overall approach

## Supporting students with Medical Conditions

Please also refer to the Medical Conditions Policy available at:

<http://www.rotherhamAspire.org/Policies>

- The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some students have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Arrangements are in place in school to support students at school with medical conditions through flexible and/or additional support.

## Monitoring and Evaluation of SEND

When a student transitions into from another school, we request specific information from the previous school and a transition meeting to ensure that our Student Support Plan is as up to date and detailed as possible. Parents/ carers and students contribute to this process during the induction of students into one of our four sites. An initial review meeting should take place within eight weeks of a student starting at the PRU. By this time, all baseline assessments should have been completed and the Student Support Plan is used to review the initial targets set and plan for the next term's priorities and specific student targets. The Student Support Plan is then reviewed on a termly basis.

Alongside the Student Support Plan, teachers provide regular assessment feedback on student attainment, on a half termly basis. We also record information on attendance and behaviour and report daily to parent/ carers to monitor any ongoing issues that may be affecting a students' learning. Aspire works closely with external agencies to ensure we contribute to any multi-agency support in place for the student or their family/ carers.

We record all meetings and safeguarding information appropriately and our learning mentors and safeguarding officers work closely with all staff to inform our understanding of any issues and plan any extra support our students may need to support their progress. Relevant information is shared daily through staff briefings and debriefings, to make sure we are as effective as possible in monitoring student progress and support.

- The SENDCO will report to SLT, updating the SEN provision
- The SENDCO will contribute to the evaluation and strategic planning for SEN provision in school
- Feedback from learners will be taken informally and gathered formally for reviews
- Feedback from parents / carers is gathered both informally and as part of the cycle of reviews.

The practice of reviewing and monitoring the effectiveness and quality of the provision offered to our students is achieved in the following ways:

- Regular audits of planning, lesson observations and current practices
- parent views
- students' views
- staff views
- Analysis of all data allows the school to always offer flexible and personalised support and provision.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.
- Regular reports to the Senior Leadership Team (SLT)

## Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All new staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around Aspire's SEND provision and practice, and to discuss the needs of individual students. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with a young person with SEND.

Representatives from the SEND team regularly attend the Rotherham SENDCO Network events in order to keep up to date with local and national updates in SEND. We maintain close links with the Rotherham Inclusion Support Services which includes the Specialist Inclusion Team and Exclusions team.

The training needs of staff identified and planned by SLT and implemented through fortnightly Wednesdays and weekly Thursday afternoon CPD sessions. Most staff will attend these sessions based on personalised contracts and they are tailored on a termly basis to meet the current and on-going training needs of the staff team.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake training and development.

## Managing and Storing information

- The storage and management of documents occurs in line with a school and Local Authority policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy. This is monitored by and available from Lee Morrill.
- Please refer to these policies for more information. They are both available from the School Office or by looking at the school website <http://www.rotherhamaspire.org/Policies>

## Review of the SEND Policy

- This policy will be reviewed on an annual basis to account for updated information regarding the school and SEND policy.
- It will be updated by the Aspire SENDCO with guidance from SLT and Management Committee.

## Accessibility

### Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies are available in writing.
- Aspire removes barriers to learning through its determination to help all students to achieve their potential.
- Aspire increases and promotes access for disabled students to the school curriculum through quality teaching and learning and the wider curriculum of the school such as participation in clubs, leisure and cultural activities or school visits.
- Aspire adapts timetables, textbooks and information about school events in order to include all students and families.

- Parents of students can contact school staff at any time. SLT are available to talk to parents at any time. There are also student PAT days at the END of each term when parents and friends are invited into school to meet with staff and talk about their student's progress. Additional meetings are arranged in school as the need arises.

## Complaints Procedure

In the unlikely event you would need to make a complaint:

- Aspire has a complaints policy and procedure which is available on request. We are keen to take part in all forms of resolution and partnership.
- These documents are available from the office looking on the school website <http://www.rotherhamaspire.org/Policies>

## Bullying

- Aspire has an Anti-Bullying policy which is promoted and always enforced. There are no incidents of bullying that go unchallenged by all members of staff. <http://www.rotherhamaspire.org/Policies>
- Aspire is proud to promote the safeguarding needs of all students, develop independence and personal and moral responsibility and build resilience in their learning.

## Final words

- All policies and procedures mentioned in this policy are available on request from the SENDCO or the Office.
- The SEN Information Report is available by contacting the Chair of Management Committee. It can also be found on the website.
- If there are any questions which are unanswered after reading this policy, please feel free to contact the SENDCO or one of our Centre heads.

Date:	Sept 23	SENDCO:	Sally Peedle
		Headteacher:	Lee Morrith
Date for Review:	Sept 24	Approved by Management Committee:	Lisa McCall

## Policy Links:

<http://www.rotherhamaspire.org/Policies>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

<https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.gov.uk/government/collections/teachers-standards>