

SEN POLICY

Last Reviewed/Updated: 15.10.2016

Next Review/Update: 15.10.2017

1. Compliance And General Statement

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (July 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010:
- advice for schools DfE Feb 2013 SEND Code of Practice 0 – 25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014 ; and
- Safeguarding Policy Accessibility Plan Teachers Standards 2012- time SENCo, and staff, with due regard to the input of students and parents with SEND.

At Regent Independent College (hereafter referred to as ‘Regent’) some students require additional support to address one or more barriers to learning. These barriers primarily comprise: A special educational need (SEN); Limited knowledge of English/English as an additional language (EAL); Social, emotional and mental health needs; Problems with personal organisation.

Sometimes, students need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other students need continuous support throughout their whole time at school.

According to the legislation above, Regent has a graduated approach to the identification, provision and support for all students deemed to require special educational provision. All students identified as needing additional provision will be placed on the SEN Register. Their provision will be identified and progress monitored via Individual Provision Mapping.

This Policy will set out our commitment to raising the aspirations and expectations for all students with SEN.

Regent believes that every student has an entitlement to develop to his or her full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school’s population is valued as a rich resource, which supports the learning of all. At Regent, we recognise a student’s right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

2. Aim (The Long Term View)

The overarching aim of this policy is to ensure that the needs of students with SEN are accurately identified and effectively met so that all such students are able to achieve well and develop well both as individuals and as members of the community.

To this end, we aim to:

- a) Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEN
- c) Make sure that additional support is well targeted, using a prudent blend of in-class support and withdrawal
- d) Use the most appropriate resources to support learning, ensuring that the development of students' literacy and numeracy skills has the highest priority
- e) Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.

3. Aim (The Long Term View)

Through the application of this policy we wish to:

- a) Ensure compliance with all the legislation mentioned in section 1.
- b) Work closely with the LA and comply with locally agreed policies and procedures.
- c) Ensure all staff implement the school's SEN Policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEN.
- d) Work in partnership with parents /carers in supporting their child's education.
- e) Guide and support all school staff and parents in SEN issues.
- f) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- g) Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- h) To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEN Policy.
- i) To provide support and advice for all staff working with special educational needs students.

4. Identifying Special Educational Needs

Children are identified as having SEN if they are not making progress within the learning curriculum that is used by Regent. In accordance with the various legislation mentioned in section 1 of this policy, the needs of SEN students that should be taken into consideration are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs
- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Child (LAC)
- Special Educational Needs Policy – September 2014
- Being a child of a serviceman/woman

The purpose of this identification is to work out what action Regent needs to take. It is not our purpose to fit a student into a category. This identification only serves to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

Only behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a child or young person's behaviour will be dealt with in the Behaviour Policy of Regent.

5. A Graduated Approach To SEN Support

At Regent all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff.

The SENDCo, when appointed, will maintain regular contact to ensure that students who are identified have had all the intervention/adjustments and good quality personalised teaching. The SENDCo will also regularly work with teachers to review individual progress for students with SEN according to their individual provision mapping.

The SEN coordinator (SENDCo) will be responsible for:

- a) assessing the specific needs of students with SEN;
- b) screening students identified as having SEN when they are admitted to Regent, using standardised assessment to measure reading, reading comprehension, spelling and handwriting as part of the process for identifying SEN;
- c) liaising with partner schools to aid transition for students with SEN and to ensure continuity of support;
- d) liaising with Connexions Targeted Support Services from Year 10 regarding transition at the end of Year 11 to further education opportunities including 6th Form, College and apprenticeships.

- e) ensuring that additional targeted support is mapped to and provided for students who need it through Individual Provision Mapping;
- f) liaising with and advising class teachers
- g) maintaining the SEN register and the records of all students with SEN;
- h) working with parents of students with SEN;
- i) liaising with external agencies including the Educational Psychology Service, medical authorities, Social Care and voluntary bodies.
- j) Contributing to CPD training for all staff.
- k) Attending/holding review meetings of SEN students where appropriate, including those students with a Statement or Education and Health Care Plan.
- l) Parents fully informed by SENDCo of identification of their child's SEN and authorisation sought, in writing, for appropriate provision to be made via the SEN Register and Provision Mapping;
- m) Measuring progress for all students with SEN termly (individual teacher assessment, including evidencing progress according to individual targets set through Individual Provision Maps). Progress towards the targets on Individual Provision Maps is updated at least twice-yearly.
- n) The SENDCo will facilitate provision from outside agencies, including Educational Psychology Service, Speech and Language Therapy Service and Specialist Teaching Service. The SENDCo will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;

6. Criteria For Exiting The Sen Register/Register

The Co-Principal(s)/Vice Principal at Regent has responsibility for the removal of a student from support on the SEN Register. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

7. Supporting Students And Families

- Families of students with SEN are guided towards the Harrow Family Information Service (HFIS) , with regard to the LA Local Offer for SEN in accordance with the legislation mentioned in section 1 of this policy.
- Parents are signposted to Harrow Special Educational Needs and Disability Information, Advice and Support Service (Harrow SEND IAS Service) for:- advice, information and support aimed directly at children and young people up to the age of 25 with SEND

8. Supporting Students At School With Medical Conditions

Regent recognises that students 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, Regent will comply with all legislation mentioned in Section 1 of this policy.

Regent staff include trained first aiders and there is always a First Aider present when the centre is open for learning. The First Aider is responsible for Supporting Students With Medical Conditions.

9. Monitoring And Evaluation Of Send

The SEN policy is formally reviewed annually. The evaluation is based on:

- the progress made by students with SEN;
- the outcomes made by students with SEN;
- the extent to which the aims and objectives of the policy have been met;
- how effective has the SEN provision been in relation to the resources allocated (value for money assessment).

The policy is amended to reflect the outcomes of the evaluation.

10. Training And Resources

All professional development needs are identified through the Regent's appraisal system, self-evaluation and quality assurance processes and the school improvement plan. The Principal oversees the professional development of all teaching staff who may require SEN training to meet the needs of the SEN students on the SEN register.

11. Roles And Responsibilities

The Proprietor/CO-Principal(s)/ Advisory Board has regard to the SEN Code of Practice when carrying out duties towards all students with SEN and it is their responsibility to ensure that all the legislation mentioned in Section 1 of this policy. The Proprietor will nominate the Co-Principal(s) and the Vice-Principal with specific Safeguarding responsibility.

12. Storing And Managing Information

The school complies with current data protection and confidentiality requirements with regard to information about students and families.

13. Reviewing The Sen Policy

This Policy will be reviewed every years.

14. Complaints Procedure

Regent's standard complaints system applies.

15. Bullying

Regent's standard anti-bullying policy applies.