



**THE LADDER
SCHOOL**

Redefining alternative provision



SPECIAL EDUCATIONAL NEEDS POLICY

PART 1

The Principal is responsible for overseeing the SEND/Inclusion provision within THE LADDER SCHOOL.

The nominated personal coach with support from the SENDCo manages the day to day SEND in the school.

Principles

THE LADDER SCHOOL promotes an ethos which values and includes all students, staff parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The school celebrates difference and diversity and recognises that all students have differing needs. We therefore promote a culture of awareness, acceptance and inclusion.

We believe that all students have skills, talents and abilities which we have the responsibility to develop fully. To fulfil this, we aim to provide all students and staff with strategies and resources within a supportive environment, within a culture of high aspiration and achievement to enable person to succeed in all areas of school life and beyond.

We work to see students progress into further study or directly into employment – making a positive contribution to their family, local community and wider society.

Compliance

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

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Mental Health and Behaviour in Schools (DfE 2014)
- Exclusions from maintained schools, academies and student referral units in England (February 2015)

Process

This policy is published by the Chair of the project steering group on behalf of the Mercian Trust. Once open, it will be reviewed by the Principal and SENDCo in liaison with the governing body, Senior Leadership Team (SLT), all staff, and parents of students with SEND. In light of the SEND Code of Practice January 2015 and its underlying principles of achieving positive outcomes for all students with special educational needs it takes account of the importance of the involvement of all stakeholders. In particular it has a clear regard for the student and their parents in:

- having due regard to their views and aspirations of the student;
- facilitating their participation in all decision-making processes and;
- supporting them in the development of the student towards achieving their goals and planned outcomes and preparing them for life beyond school

Part 2

Aims

The aim of this policy and associated provision is to engage all learners (in particular those with SEND) with a clear focus on positive outcomes achieved through a culture of high aspiration and achievement. Our ultimate goal is to develop independent learners who are well prepared for moving forward in life with all of the skills required for achieving success in adult life.

Objectives

To achieve our aims we will;

1. Identify and provide for students who have special educational/ additional needs and or disabilities.
2. Work within the guidance and statutory requirements as set out in the SEND Code of Practice (January 2015)
3. Operate on a 'whole student, whole school' approach to the management and provision of support for special educational/additional needs.
4. Provide access to the SLT who will oversee the work of Pastoral Manager and who will work under the guidance of the SEND policy.
5. Provide support and advice for all staff working with students with special educational/additional needs.

Part 3

Identification of need

The SEND Code of Practice (January 2015) identifies 4 broad categories of special educational need that are:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and physical.

(Further information on these categories can be found in section 6:28 to 6:35 of the SEND Code of Practice)

It should be noted that children do not fit neatly into any one category and our role at THE LADDER SCHOOL is to identify each individual's needs following assessment processes that includes;

- baseline assessment on entry for Literacy and Numeracy along with an individual interview to identify student's strengths and challenges
- teacher assessments;
- individual diagnostic assessments and;
- scrutiny of information provided by parents, schools and other professionals

Outcomes from the assessment process will inform future planning around meeting individual need where special educational need(s) and/or any other needs have been identified.

There may be some instances where a special educational need has not been identified but whereby other barriers to learning are evident that may have impact upon progress and attainment. In such circumstances THE LADDER SCHOOL's processes and procedures will provide support; for example, where;

- a disability that does not constitute a special educational need but that requires 'reasonable adjustments' to be put in place as required by Disability Equality legislation;
- poor attendance and punctuality are evident;
- there are concerns with health and welfare;
- a student has English as an additional language (EAL)
- a student is in receipt of student premium
- a student is a looked after child.
- a student is the son/daughter of a Serviceman/woman.

Part 4

Planning to meet need – a graduated approach

Planning to meet student need will be based around the process as outlined in the Code of Practice of **Assess, Plan, Do, Review**, and be based upon progressive intervention through the '3 wave' model of intervention.

Tier 1

Teachers are responsible for meeting the needs of all students in their classroom. THE LADDER SCHOOL promotes quality first teaching that is managed by the classroom teacher and includes clear differentiation/personalised learning for individual students who require such support with their learning.

We see this as being core to all Tier 1 provision. Such provision will be through the use of a range of techniques, resources and strategies to achieve successful outcomes that can be clearly evidenced through student progress mapping.

Where a student does not make adequate progress, following the assessment of need stage that includes the involvement of class teachers, coaches, student, parents and Pastoral Manager the student will be moved to the Tier 2 level of intervention.

Before moving to Tier 2 parents will be contacted by the form tutor/member of the personal coaching team under the guidance of the nominated member of SLT for pastoral care and development to discuss their child's progress and the processes of assessment to be undertaken with a view to establish whether there is any identified special educational need(s). The outcomes of the assessment will be either: i) the student remains at Tier 1 with further advice/support to staff to improve classroom provision or; student moved on to Tier 2 level.

Tier 2

This includes Tier 1 provision with further adjustments of learning objectives, teaching styles, strategies and resources and /or the nature of support. In addition to this, time limited intervention programmes designed to get the student back on track in areas where there are real barriers to learning will be put in place. These interventions will include more structured programmes to support the development of skills/learning and/or in class support. All programmes will be measured against pre-agreed criteria/outcomes set within specific time-scales for evaluation purposes in line with the **assess, plan, do, review** process.

At Tier 2 level, in agreement with the parent the student will be placed on the SEN list and be assigned to a lead personal coach whose responsibility it will be to map the student's progress and to facilitate bespoke support to the student. At this stage form tutor/member of the pastoral team under the guidance of the personal coach will facilitate a meeting with parents to discuss their working relationship and the Tier 2 level provision.

The personal coach will facilitate regular contact with the parents updating them on their child's progress and, where requested by the parent, further meetings may be arranged outside of the reporting cycle.

Where a student who has been through intervention programmes at Tier 2 under the **assess, plan, do, review** process that has included the involvement of class teachers, coaches, Pastoral Manager, student and parents the following decision will be made at the end of each intervention:

1. The student has made significant progress and is back on track at expected levels of progress and requires no further additional intervention up and above Tier 1 Pastoral Manager will provide continued support for a period of no more than one term where the student continues at expected levels and at that stage the student's name will be removed from the SEND list following consultation with parents, or;
2. The student shows some progress but still requires ongoing intervention at Tier 2 or;
3. The student continues to make inadequate progress and is to be moved to the Tier 3 level of intervention and remain on the SEND list.

Tier 3

Following the evaluation at Tier 2, more in-depth assessment will be undertaken that may involve outside agency specialists. Provision at Tier 3 will entail further adjustment of learning objectives, teaching styles, strategies and resources and /or the nature of support.

In addition, The SLT Pastoral Lead / SENDCo will develop a personalised programme for the student designed to provide more intensive support. This will form the 'plan and do' part of the intervention process.

The student will remain on the SEND list with personal coaches continuing to facilitate individual student support.

Tier 3 interventions are to facilitate greater access to Tiers 1 and 2 through targeted intervention programmes designed to overcome specific SEND/barriers to learning. Where a student who has been through intervention programmes at Tier 3 under the **assess, plan, do, review** process that has included the involvement of Pastoral Manager, outside agencies, class teachers, coaches, student and parents the following decision will be made at the end of each intervention:

1. Where the student makes significant progress at Tier 3, they will be moved to the Tier 2 intervention level where they will continue to be monitored and supported at that level through the set processes, or;
2. Tier 3 level of intervention is maintained where it is deemed through the **assess, plan, do, review** process that this level of support/intervention is required with continued monitoring and support or;
3. Whilst remaining at Tier 3 intervention level in liaison with the SENDCO from the student's referring school a request is made for a statutory assessment of need to the Local Authority. The outcomes of the assessment may result in: i) the authority's decision not to provide an Education Health Care Plan and the student remains at Tier 3 Level of intervention or; ii) the student has an Education Health Care Plan written and in line with the completion of that process a school will be named on that plan and a transition process will be initiated

Assessment of need

Student assessment will be undertaken upon entry to THE LADDER SCHOOL .
Assessments undertaken may include:

- An Induction interview with a Personal Coach with responsibility for induction under the line management of the Pastoral Manager.
- Literacy, numeracy and science assessments.
- Scrutiny of information/paperwork from the student's mainstream school.
- Scrutiny of information from outside agencies where available.

****It should be noted that following the assessment process some students will be placed on the SEND list and will access Tier 2 interventions at that point****

As a part of student assessment and provision for need, requests for exam exemptions will be actioned where a student's special educational need(s) can be evidenced as impacting on their ability to complete all requirements for examinations. Where exemptions are agreed by the exam boards both student and parents will be informed of the provision to be allocated to support them.

The persons responsible for facilitating the exam exemptions are Pastoral Manager and/or the SENCO in liaison with the person responsible for exam entries.

Part 5

The SEND List

Students on the SEND list will be receiving support at Tier 2 and Tier 3 levels of intervention. In line with this, any student on the list will access the following:

1. As for all students in THE LADDER SCHOOL, following the induction process and baseline assessment a written profile will be written that will include information on the individual student's needs and the strategies and resources required to support their learning.
2. The tutor/member of the pastoral team under the guidance of the lead personal coach will support the student and their family towards achieving pre-agreed outcomes for the student. The personal coach will keep an ongoing record of the student's progress that will include information on staff, student and family interactions. Information shared may be added to the profile at any time by the personal coach.
3. A bespoke timetable/programme of interventions that will be regularly reviewed through the **assess, plan, do, review** process.
4. A progress review set within planned timescales with movement both onto and off the list based on sound judgements resulting from the **assess, plan, do review** process. This will be done in conjunction with all stakeholders. If differing opinions should arise on the placement of a student on/off the list the final judgement will lie with the Principal. It should be noted that if at any time, following discussion with the Principal a parent is in disagreement with decisions taken they should request a copy of THE LADDER SCHOOL's complaints procedure and follow those guidelines.

5. In the case of a request being made to the Local Authority (LA) by THE LADDER SCHOOL, parents or an outside agency for a formal assessment of need towards an EHCP, THE LADDER SCHOOL will provide all documentation requested and inform the LA of all partners/stakeholders involved.
6. Student support for interventions/support at Tier 2 & 3 should be funded through the pre-16 High Needs funding for alternative provision.
7. A final assessment for any student who makes progress and moves back through the Waves model of intervention from 3 to 2 prior to returning to Tier 1 level. This will include a range of assessments related to their identified need(s) and will also include scrutiny of the students progress across the curriculum, in wider whole school areas and discussion with teachers, coaches, the SENCO the parents and the child before the final decision is made for the student to be removed from the SEND list (as described in Section 4 - Tier 2).

Part 6

Supporting parents and families

All students on the SEND list will have contact with a member of the pastoral team under the guidance of the Pastoral Manager whose role it is to facilitate regular contact with the parent about student progress. There is an expectation that there will be contact at least weekly by the student's tutor for those well on track to provide a regular praise report. Where there are/have been difficulties the form tutor and or member of the pastoral team will contact the parents on a daily basis until the difficulties have been resolved.

Where a student is having difficulties that have not been resolved through this process an appointment will be arranged for the parents to meet with the Principal.

Parents will be kept well informed by THE LADDER SCHOOL on the provision they and the Local Authority offer for students with special educational needs.

Working with outside agencies

The Principal liaises with the following outside agencies to support the student and their family in providing for their needs:

- Educational Psychologist
- Specialist teachers/ advisers
- Health, including school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists, and;
- Social Services.

Referral to an outside agency will be only undertaken following parental permission/agreement.

Admissions

Students with special educational needs should have equal opportunity to attend THE LADDER SCHOOL and will be allocated places in line with our Admissions Policy.

****It should be noted that students under the protection of and Educational Healthcare Plan do not access this provision as their needs are met through the Local Authorities statutory SEND responsibilities.****

Transition

Students attending THE LADDER SCHOOL will be supported through transition through the school's student welfare systems for both entry and exit.

Part 7

Supporting students in THE LADDER SCHOOL with medical conditions

THE LADDER 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.

Details on the processes and procedures for supporting students with medical conditions can be found in the Medical Policy on the school's website (or on site if requested).

Part 8

Monitoring and evaluation of SEND

THE LADDER SCHOOL monitors the progress and provision for all of its students through scrutiny of:

- Data aligned to students' expected levels of progress
- Student books/work
- Attendance
- Behaviour
- Assessment data
- Exclusions
- Lesson walks/ focused observations
- Impact of CPD

Where students are on THE LADDER SCHOOL's SEND list there is additional monitoring for those students accessing support through scrutiny of:

- Outcomes from intervention programmes aligned to criteria for success at the completion of each programme
- In class support through lesson observations
- Outcomes from advice taken and/or individual support provided through external agency input
- Impact of CPD specific to SEND

The school also analyses provision /outcomes through:

- Tutor records
- Audits/voice of teachers, students receiving SEND support and their parents
- Termly SEND Governor reviews of SEND

Outcomes from the monitoring and evaluation processes are used to inform future planning in the short, medium and long term in THE LADDER SCHOOL .

Part 9

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 teachers and support staff undertake induction on taking up a post and this includes a meeting with the principal and SENDCo to explain the systems and structures in place around THE LADDER SCHOOL's SEND provision and practice and to discuss the needs of individual students.

To identify the training requirements of staff including SEND the Principal gathers information from:

- Staff Performance Management
- Staff requests
- Individual student need
- School Improvement Plan
- Performance Management

Planning for SEND training is undertaken at three levels:

- Whole staff training that is a part of THE LADDER SCHOOL 's annual CPD programme
- Small group/ individual training identified from staff/student need
- Specific training for identified staff to provide specialism's in the category of needs as identified in the SEND Code of Practice (2015)

Part 10

Roles and Responsibilities

THE LADDER SCHOOL's nominated SEND governor will work with the SENDCo and Principal to meet all statutory requirements and to provide for SEND students by ensuring that:

- Appropriate provision is made for any student with SEND
- All staff are aware of and able to identify barriers to learning and provide for such students including those with SEND
- Students with SEND join in activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- They report to parents on the implementation of THE LADDER SCHOOL 's SEND policy through the school's SEND Information Report, available on the school's website (or on site if requested).
- They have regard to the requirements of the *SEND Code of Practice (2015)*
- Parents are notified if THE LADDER SCHOOL decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in THE LADDER SCHOOL
- Self-review
- They set up appropriate staffing and funding arrangements, and oversee THE LADDER SCHOOL 's work for students with SEND
- They, and THE LADDER SCHOOL as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of THE LADDER SCHOOL strategic plan
- The quality of SEND provision is regularly monitored.

The **Principal** in co-operation with the Governing body, has a legal responsibility for determining the policy and provision for students with SEND, and has responsibility for:

- Ensuring that the implementation of this policy and the effects of inclusion policies on THE LADDER SCHOOL as a whole are monitored and evaluated and reported to the Governing body
- The management of all aspects of THE LADDER SCHOOL work, including provision for students with SEND.
- Keeping the Governing body informed about SEND issues.
- Working closely with the SEND personnel within THE LADDER SCHOOL to ensure the provision for all students with is effective and provides value for money.

Management of SEND is managed by the Principal and SENDCO who delegates to the personal coaching team.

The Principal relays the strategic direction of SEND as agreed by the leadership team and supports all SEND provision through the implementation of the SEND Plan. Nominated SEND staff including personal coaching team:

- Ensure that the day-to-day operation of this policy in line with guidance set down in the SEND Code of Practice (2015) is in place and operational
- Undertake the co-ordination of the provision for students with SEND
- Ensure an agreed, consistent approach is adopted
- Liaise with and advise other staff
- Support staff in the identification of students with SEND
- Carry out detailed assessments and observations of students with SEND
- Have learning plans in place for students with SEND with related reviews being carried out within given timescales
- Support teachers in devising and implementing strategies, setting targets appropriate to the needs of the students with SEND, advising on appropriate resources and materials for meeting identified need and on the effective use of materials and personnel in the classroom
- Liaise closely with parents of students with SEND to identify expected outcomes and to discuss and agree on the strategies that are being used to support their child's learning and to fully facilitate their involvement as partners in their child's education
- Organise the preparation of paperwork in connection with any applications for statutory assessments towards an Education Health Care Plan.
- Liaise with outside agencies, arranging meetings, and providing a link between these agencies, teachers, coaches and parents
- Maintain THE LADDER SCHOOL's SEND list and records
- Assist in the monitoring and evaluation of progress of students with SEND through the use of THE LADDER SCHOOL's and SEND performance tracking systems

- Contribute to and supporting the in-service training of staff
- Liaise with the SENCOs in mainstream schools to help provide a smooth transition to THE LADDER SCHOOL.

All **Teachers** are responsible for:

- Providing quality first teaching and setting high expectations for student achievement
- Planning to meet the needs of all students in learning and to remove barriers to student learning and achievement through differentiated and personalised teaching/learning
- Including students with SEND in the classroom and applying advice/ strategies/ resources/ support mechanisms from the student's provision plan and/or those provided by SEND staff members.
- Seeking advice/guidance and/or use the expertise of SEND specialists and the team of coaches for strategies and resourcing to support learning.
- When needed, giving feedback to parents of students with SEND
- Making themselves aware of this policy and procedures for identifying, monitoring and supporting students with SEND

All **Personal Coaches and Behaviour Mentors** have responsibilities for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- Giving feedback to teachers about students' responses to tasks and strategies and use this information to support the development of provision for individual students
- Carrying out their duties as directed by the Principal that includes; provision of in class support, 1:1 and small group teaching and the development of resources

Part 11

All Individual Student Data and Information is stored in the Students File in the Principal's Office. SEND information is stored within Students Files and on the Academy's BROMCOM system. There are also individual files kept on SEND and Safeguarding in a secure cabinet in the Principal's Office.

Policy Review

This policy will be reviewed annually from the date of ratification by THE LADDER SCHOOL's Local Governing Body.

Part 12

Accessibility

In line with the school's vision, values and strategic priorities to meet the duty to promote equality of opportunity for disabled students, staff, parents and other users of the school we work towards successes in:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination
- Eliminating harassment of people and for disabled people where the harassment is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Equality of access is provided through:

- Wheelchair access to all areas of the building.
- Access to disabled toilets is on the first floor accessible by the lift.
- Doors and stairs complying with requirements for visually disabled people.
- Positive involvement of the Governing body in the wish to improve access for all.
- Clear focus on the quality of teaching and learning for all and access to learning for all students including those with disabilities.
- Appropriate technology is used where possible to support communication with students, staff and parents.
- Designated SEND support.
- Active work with parents

Through ongoing assessment of access future developments are planned and actioned, in line with the requirements of the Disability Discrimination Act, as amended by the SEND and Disability Act (2001) and the Equality Act (2010)

Part 13

Dealing with complaints

If any parent or child wishes to make a complaint about the school they should in the first instance arrange to meet and talk with the Principal. If, following that meeting they are still unhappy with the outcomes they should follow the guidance as set down in the school's complaints policy that can be found on the school's website or, request a paper copy.

Part 14

Bullying

The school has an active bullying policy and practice shows that bullying is dealt with in a speedy and timely manner with all outcomes available for scrutiny. The school's policy can be found on the school's website or a request for a paper copy may be made.

The school also has a speedy proactive approach to students with SEN who report any incidences of bullying that are based around their needs, for example, those with ASD, OCD, ADHD, physical needs etc. Any such incidents are immediately reported to Designated Safeguarding Lead or the Designated Safeguarding Practitioner in the first instance who deals with the complaint. Where the situation remains unresolved the nominated personal coach will report to the SLT and/or Principal.