

Venture Learning

Special Educational Needs & Disabilities Policy

Venture Learning

Document Owner	Rhys Griffiths
Version	1.0
Effective From	21/01/2019
Next Review Date	21/01/2020

Introduction

At Venture Learning we put the student at the forefront of our vision. Our bespoke curriculums are guided by their strengths and interests, whilst our adaptive environment and supportive staff ensure that their individual needs are met and barriers to learning overcome. We aim to design a package of provision for each young person that is built around their individual needs and gives them the best chance of success in the educational pathway they choose.

Venture Learning has written this policy to provide structure and guidance for a student-centred process that engages each young person, their family, the commissioning school and other professionals in planning for and consistently implementing high quality, needs led provision. This is to ensure that all of our students feel included and are able to access the most appropriate opportunities for learning and social development.

This policy is written in line with the principles of the 0-25 SEND Code of Practice (2014). The objectives of this policy are to:

• ensure the Equality Act 2010 duties for pupils with disabilities are met;

• to enable pupils with special educational needs to have their needs met;

• to take into account the views of the pupils with special educational needs;

• to encourage good communication and partnerships with parents/carers of children and young people with special educational needs;

• to facilitate access to a balanced and relevant education;

• to implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process;

• to develop a culture of inclusion valuing high quality teaching for all learners, with all teaching staff using a range of effective differentiation methods;

• to employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care;

• to set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the young person and their family;

• to share expertise and good practice across the provision and local learning community;

• to make efficient and effective use of resources; and,

• to have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.

This policy should be read in conjunction with the Medical Policy and the Equalities Policy.

Key Staff and Contacts

Provision Based Contacts

Name	Role
Rhys Griffiths	**Head of Provision**
Holly Crann	**Deputy Head of Provision**
Contact details:	**Venture Learning** **19A Forester Street** **Netherfield** **Nottingham** **NG4 2LJ**
	www.venturelearning.co.uk
	0115 987 6621 / 07587 408 996
	Rhys.griffiths@venturelearning.co.uk
	Holly.crann@venturelearning.co.uk

Section 1: Identifying and supporting Special Educational Needs & Disabilities

1.1 Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made which is additional to or different from that normally available in a differentiated curriculum, including if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age;
- have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;
- fall within the definitions above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Young people identified as having SEND will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

1.2 Categories of Need

Students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

- Cognition and Learning – difficulties developing literacy and/or numeracy skills, processing and understanding information including:
    - moderate learning difficulties (MLD)
    - severe learning difficulties (SLD)
    - specific learning difficulties such as dyslexia, dyspraxia, dyscalculia and dysgraphia (SpLD)
- Social, Emotional and Mental Health (SEMH) – a wide range of difficulties which can manifest themselves in many ways such as becoming withdrawn/isolated or displaying challenging, disruptive or disturbing behaviour. SEMH difficulties include:
    - mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders
    - attention deficit disorder (ADD/ADHD)
    - attachment disorder
- Communication and Interaction – difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand the social rules of communication:
    - speech, language and communication needs (SLCN)
    - autistic spectrum disorder (ASD)
- Sensory and/or Physical needs - a disability that prevents or hinders from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time and include:
    - visual impairment (VI)
    - hearing impairment (HI)
    - multi-sensory impairment (MSI)
    - physical disability (PD)

1.3 Supporting Young People with SEND

In the context of Venture Learning it is assumed that all of our students will be considered to have a SEND under the definition that they are unable to access the mainstream facilities made available for the majority of young people their age. It is expected that the commissioning school will have followed a graduated response before referring the young person to our service.

The progress of every student will be monitored and evaluated so that the support package offered by Venture learning can be continually adapted to best suit the young person's individual needs. As standard, Venture Learning will offer:

- a high staff-to-student ratio
- a bespoke curriculum
- highly differentiated teaching
- part-time and full-time educational provision
- targeted interventions to bridge gaps in learning
- practical and vocational educational options
- opportunities for social development in a structured environment
- individual education plans with achievable outcomes
- a keyworker for each student

Where a student continues to have difficulties accessing their educational provision, and the impact of support and strategies implemented has been minimal, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers and the commissioning school.

1.4 Assess, Plan, Do, Review

SEND support will take the form of a four-part cycle (assess, plan, do, review) as recommended by the SEND Code of Practice (2014) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the young person's needs and of what supports them in making progress and securing agreed outcomes:

- **Assess:** Information gathered through assessment and observation should be used and shared to continually update our understanding of the young person's needs. The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services.All of this information should be recorded and updated on the student's IEP. This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.
- **Plan:** Parents/carers, with their child, and the commissioning school will meet with the SENDCo and the young person's keyworker to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an IEP with a date to review the plan. The date for review will depend on the level of need present. The support and intervention

provided will be selected to meet the outcomes identified for the student, based on evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. The IEP will usually involve a contribution by parents/carers to reinforce learning at home. Where appropriate, the IEP will detail the support from other agencies and how this will support the young person in achieving the desired outcomes.

- **Do:** Teaching staff will work closely with any specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support teaching staff in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **Review:** There will be a review of the IEP on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the young person, their parents/carers and the commissioning school. This review will feedback into the analysis of the student's needs, then the teaching staff, working with the SENDCo, will revise the support in light of the student's progress and development. Where there is a sustained period of insufficient or no progress, Venture Learning or the commissioning school may decide to gain involvement and advice from a specialist or external agency after consulting with parents/carers.

1.4 EHC Plans

Where, despite Venture Learning and the commissioning school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the young person has not made expected progress, the commissioning school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. Venture Learning will support this process and provide all information gathered throughout the Assess, Plan, Do, Review cycle.

Where a young person has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Venture Learning will co-operate fully with this process with the commissioning school and host review meetings when appropriate.

Section 2: Roles and Responsibilities

If the young person remains on roll at the commissioning school, that school retains overall responsibility for ensuring that the provision is appropriate for their needs. In accordance with the SEND Code of Practice (2014) Venture Learning is responsible for doing everything we can to meet young people's special educational needs and ensuring that students with or without SEND are able to access educational opportunities alongside each other. The Head of Provision has overall responsibility for the operation of this policy.

2.1 SENDCo

Takes responsibility for the day-to-day operation of this policy, including:

• co-ordinating provision for SEND pupils and reporting on progress;

• advising on the graduated approach to support – Assess, Plan, Do, Review;

• identifying and arranging relevant SEN CPD for all staff;

• overseeing the records of all children with special educational needs and ensuring they are up to date;

• liaising with parents/carers of children with special educational needs and ensuring that they are informed of any changes in support and involved in decision making;

• being a point of contact with external agencies, especially the local authority and its support services;

• liaising with other potential providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition or reintegration is planned;

• monitoring the impact of interventions provided for pupils with SEND; and,

• working with the Head of Provision to ensure that the provision meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

2.2 Teaching Staff

Are responsible for:

• providing high quality teaching, differentiated for individuals. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support young people's needs and their knowledge of the SEN;

• facilitating effective special educational provision in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the young person as well as previous progress and attainment; and,

• liasing with other staff involved with the young person in order to contribute effectively to the graduated response, (assess, plan, do, review).

2.3 All Staff

All staff must be aware of Venture Learning's SEND policy and procedures and engage in training as advised by the SENDCo and Head of Provision.

2.4 Parents/Carers

Venture Learning value and encourage the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with us and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At Venture Learning we endeavour to support parents/carers so that they are able to:

• feel fully supported and taken seriously should they raise a concern about their child;

• recognise and fulfil their responsibilities and play an active and valued role in their child's education;

• understand procedures and documentation;

• are able to make their views known about how their child is educated; and,

• have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

2.5 Students

We hold the views of young people in high regard and recognise the importance of gaining these in promoting the best outcomes for each individual. Students are encouraged to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their progress meetings and at the end of a targeted intervention. We ask all students to contribute to the setting of their own outcomes.