



## Special Educational Needs and Disabilities (Send)

<u>Valid From</u>	<u>Review Date</u>	<u>Approved by</u>
01.11.2022	01.11.2023	Matt Ford & Shahed Koyes,

### 1. Objectives

- 1.1 Active Support Education policies are designed to support the ethos, aims and vision of the provision.
- 1.2 We believe that each learner is unique, with specific education needs, and is entitled to the best possible teaching support and resources to maximise potential.
- 1.3 To provide, train and develop the role of the EHC Plan & LAC Children's Co-ordinators.
- 1.4 To ensure services are developed which ensure equality of access and meets the diverse needs of each child.

### 2. Aim

In line with the Current Code of Practice (2015), this policy will enable Active Support to:

- 2.1 Create a learning environment where the uniqueness of each individual's talent is recognised, nurtured, and developed so that they can make the most of their potential, enhance their self-esteem and be valued members of the community.
- 2.2 Identify and assess the specific needs of learners as early and as thoroughly as possible.
- 2.3 Develop a curriculum which will facilitate an inclusive\* approach to the education of all learners.
- 2.4 Work closely with learners, parents and other agencies in partnership to ensure the best possible provision and support.
- 2.5 Ensure high quality teaching is the key focus for ensuring every learner reaches their full potential.
- 2.6 Deploy and monitor support for learning resources across the provision in order to respond to the needs of our learners.
- 2.7 Take into account planning options as detailed in the Disability Discrimination Act 2001.

(\*Inclusion means, where appropriate, learners who require support for learning receive the support they need in order to attend classes and extra-curricular activities with other learners.)

### 3. Key Principles

#### Learner and Other Outcomes

In each placement:

- 3.1 All learners will be given the opportunity to experience success and achievement.
- 3.2 All learners with special educational needs will be offered full access to a broad, balanced and relevant education.



- 3.3 Every teacher is a teacher of special educational needs and will plan and develop the curriculum accordingly.
- 3.4 The views of the learners should be sought and taken into account.
- 3.5 Parents and carers have a vital role to play in supporting their child's education and will be consulted about meeting the needs of their children at all stages.

#### **4 Planning and Implementation Guidelines**

In order to achieve our goals, we will:

- 4.1 Ensure learner's achievements are celebrated and their efforts recognised and rewarded.
- 4.2 Establish a learner's specific needs through appropriate testing, as well as through consultation with partner schools, parents and learners themselves.
- 4.3 Ensure that specific information about children with special educational needs is available to all staff working with children.
- 4.4 Share information about support for learners and update as and when appropriate.
- 4.5 Work to develop in house expertise and draw on external agencies in support of learners with:
  - Learning difficulties
  - Emotional, social and mental health difficulties
  - Specific learning difficulties
  - Physical disabilities
  - Specific medical conditions
- 4.6 Ensure that learners of all abilities have equal rights to admission.
- 4.7 Ensure lessons will be conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and learners.
- 4.8 Ensure the curriculum will be differentiated and accessible to all learners.
- 4.9 Ensure classwork and homework will be set as appropriate to the learner's abilities.
- 4.10 Support is provided in class, as necessary, for those learners with special educational needs within the constraints of resources.
- 4.11 Ensure that staff consult with the parents of all learners who require support for learning when appropriate.
- 14.12 Seek to make its buildings and facilities accessible to all learners.

#### **5. Children in Public Care (Looked after Children)**

In order to ensure that these learners access the curriculum and raise their achievement Active Support will ensure that the EHC Plan & LAC children's co-ordinators will:

- 5.1 Monitor their academic and personal progress.
- 5.2 Ensure equal opportunities for these learners to engage in extra-curricular activities.
- 5.3 Alert tutors and Managers/Co-Headteachers that all staff have a special duty of care towards these learners.
- 5.4 Participate in and develop strategies to help raise the attainment of these learners.
- 5.5 Work with other professionals to support these learners.



## **Monitoring and Evaluation**

This policy will be monitored and evaluated by the Management Committee, Co-Headteachers and Managers who will be responsible for support for learning and support for staff through:

- Annual reviews.
- Monitoring of learner progress through keyworker reports and well-being assessments.