

**IncludEd Learning**

**Independent Specialist Education Provider**



# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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## → 1. Overview

At IncludEd, special educational needs are a priority. As we are a pupil referral unit, pupils who come to us generally need more support than the mainstream school can offer. Whilst at IncludEd, pupils have the opportunity of a fresh start with a favourable ratio of staff to pupils and small classes where pupils can feel safe and reflect on their behaviour and learning.

We aim, especially with our pupils, to assist them to be 'school ready' and have the skills and confidence they need to perhaps return to their previous school or go to another. If we find this is not an appropriate pathway, then further assessment may be appropriate so pupils can be placed in a school appropriate for their needs. We appreciate our pupils generally come to us in a time of crisis and need time to settle and trust adults in order to move on. They may have missed a substantial amount of education because of their difficulties before coming to us.

Our vision statement is: 'Building Bridges' and at IncludEd we liaise with the partner schools, parents and outside agencies to best meet the needs of our pupils. Every member of staff at IncludEd understands they have responsibilities to teach every pupil, including those with special educational needs.

**Aim:** At IncludEd we aim to raise the aspirations and expectations of all pupils with special educational needs.

**Objectives:** At IncludEd we have pupils referred to us who may already have identified special educational needs. We use the assessments already in place to provide for these pupils and monitor progress.

For other pupils we identify needs and involve other agencies to assist as deemed necessary.

We work very closely with parents/carers and they are invited to meetings as well as partner schools SEND Team or Pastoral Workers as we appreciate how stressful the process can be for families.

## → 2. Legislation and Guidance

This policy has been developed in accordance with the SEND Code of Practice 2014 (updated 2015) and in line with the following:

- The Children and Families Act 2014
- The aims of the IncludEd Learning Centre
- The Equality Act 2010
- Equal and Inclusion Policy
- OFSTED Section 5 Inspection Framework January 2014
- OFSTED SEN Review 2010 "A Statement is not enough"
- Education Act 2011
- Keeping Children Safe in Education 2018

We work within the SEND Code of Practice 2015 and staff at IncludEd appreciate the implications of this. All staff have access to SEND documentation and use this information to inform planning for a fully differentiated curriculum.

## → 3. Information

### Basic information about the school's special educational provision

School's objectives in making provision for pupils with educational needs

***"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she has:***

- (a) a significantly greater difficulty in learning than the majority of children of the same age.
- (b) a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority."

At IncludEd we aim for all pupils with SEND and disability to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

A child under compulsory school age had special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was made for them.

Children 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.

### Broad Areas of Need

The Code of Practice 2015 identifies four broad areas of need: **communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical**. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

(See appendix 1 for a detailed breakdown of the four broad areas of need).

## → 4. Principles

### **Principles**

IncludEd endeavours to provide access to as broad and balanced a curriculum as possible, for all pupils.

IncludEd is committed to addressing the learning and social, emotional and behavioural needs of all the pupils on roll and attempts to provide for those needs in ways appropriate to each pupil. The staff is committed to “inclusive” strategies for all pupils and those with Special Educational Needs are admitted under the same criteria as other pupils.

IncludEd provides provision for the following categories of pupil:

- Permanently excluded pupils some of whom have displayed a high level of violence;
- Pupils without school places for whom at that time it is thought unlikely they would succeed in mainstream school;
- Dual registered pupils who are on the roll of mainstream school but need the support of an alternative provision to avoid exclusion;
- Pupils who have moved into Manchester and for whom no school place was available.
- Some of these pupils may need an EHCP in which case, they are referred to the EP for a consultation.

IncludEd also provides provision for pupils with EHCPs in the following categories of pupil:

- Pupils with a EHCP who have been excluded from a mainstream or special school and present very complex needs and may be awaiting suitable special school placement.
- Pupils with a EHCP who have either been excluded at least once from a mainstream or special school or for whom no suitable place exists.
- In addition to the above pupils with statements, there may be some pupils without statements already at the IncludEd for whom staff consider that a statutory assessment should be carried out but where the likelihood is that an EBD independent special school placement would be the outcome. We will work with the SEND Team with our partner schools.

## → 5. Objectives

The principles above inform the provision made for all pupils. The overall objectives for pupils are achieved through:

- A safe and secure learning environment in which pupils can make academic progress.
- The opportunity for pupils to achieve accreditation through taking on various qualifications where appropriate.
- In conjunction with the Special Needs Department at partner schools assisting with the identification and assessment of specific educational, social, emotional and behavioural needs and providing a learning environment to help to meet those needs.
- Whole school awareness of Special Educational Needs and opportunities for staff to further their professional development in that area
- Effective partnership with partner schools, pupils, parents and other agencies.

Additionally the IncludEd community works in conjunction with parents and are committed to the following aims:

- To ensure full entitlement and access for all pupils to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
- To educate young pupils identified as having SEND/Additional Needs wherever possible, alongside their peers within the mainstream curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.
- To identify and assess pupils with SEND/Additional Needs as early and thoroughly as is possible.
- To fully involve parent/carers and pupils in the identification, assessment and delivery of SEND/Additional Needs provision and to strive for close co-operation between all stakeholders.
- To meet the needs of all pupils experiencing SEND/Additional Needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To remove the barriers to learning and participation that hinder or exclude Pupils with SEND/Additional Needs.

- To provide equal opportunities for all pupils.
- To ensure the curriculum is suitably differentiated to meet the needs of all pupils.
- To ensure that an inclusive environment is created and fostered where all members of the IncludEd community respect and care for each other.
- To ensure that teaching staff and support staff in the school are aware of the importance of identifying and providing for those pupils who are identified as having SEND/Additional Needs.
- To ensure that parents/carers are aware of the provision available in the individual school and that they are encouraged to be actively involved in their child's progress.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all pupils to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with our partner schools, external agencies and partners to ensure there is a multi-professional approach to meeting the needs of all pupils.



## → 6. Planning and Reviewing Support Arrangements

To review the level and nature of SEND and to plan support around needs, we hold regular review meetings together with our partner schools for all young people – every young person receives an informal, centre half termly review, and a formal termly review.

Reviews are chaired by the Head of Centre or the staff member best placed. The young person and parents/ carers are invited along with a representative from their mainstream school, if dual-registered. When the review meeting is around transition; either a return to a mainstream setting, transition to specialist provision, or into post-16 provision, any other outside agencies with close involvement, are invited to ensure the young person's needs are accommodated.

At review meetings an Individual Learning Plan [ILP] is used to review the agreed targets, strategies and any resources needed to achieve the young person's planned outcomes. The staff member who knows the young person best in an educational setting will usually hold responsibility for the implementation of the ILP and the monitoring/ evaluation of progress to objectives.

In drafting targets, we work to the following principles and processes:

- Targets are drawn from the priority needs, which are identified through the initial referral, the young person's ILP, baseline assessments and discussions with the young person, parents and carers.

In agreeing targets, we work to the following principles and processes:

- Parents, partner schools and outside agencies have access to all baseline assessments, relating to the young person's ILP;
- Parents/ carers are given opportunity to express their views alternatively or additionally, recorded using a parent voice pro-forma such as the Views of the Parent / Carer pro-forma;

- Young people are given opportunity to express their views alternatively or additionally, recorded using a student voice pro-forma such as the Views of the Child/ Young Person, or the About Me pro-forma;
- All present at the meeting may request a copy of the reviewed ILP and any relevant documentation for future reference;
- Any parties invited to the meeting who could not attend are provided with copies on request.

In addition to this review cycle, young people with an Education Health Care Plan [EHCP] receive an Annual Review of their EHC Plan. The Annual Review will consider the extent to which the young person has achieved the outcomes in the EHC Plan and whether further action is necessary. Further action may include setting new objectives, amending or changing provision, discontinuing the EHC Plan [if sufficient progress has been made or if all outcomes have been achieved], or considering whether further, additional support is necessary through agreed amendments to the original plan.

## → 7. The Role of Outside Agencies

To identify and support the various needs of each young person attending IncludED, importance is placed on multi-agency working. In particular, IncludEd works to maintain close partnerships with mainstream schools and academies and all involved professional agencies.

IncludEd works with partners in the following ways:

- **Communication** – ensuring information is shared promptly, appropriately and through accountable processes;
- **Collaboration** – ensuring all parties involved in a young person’s wellbeing are brought together on a regular basis to agree priorities, identify future actions and to work together for the benefit of the young person;
- **Clarification** – ensuring roles and responsibilities [i.e. ‘what is to be done and by who’] are clearly distributed according to expertise and resources available with stated agreements on timeframe and accountability.

## → 8. Monitoring and Evaluation

The success of this policy and its implementation will be evaluated using the following indicators:

- Recorded views of young people and parents and carers gained at review meetings etc.;
- Measurable gains in attendance and engagement whilst the young person is attending IncludEd;
- Measurable gains in the young person's performance, particularly in terms of standardised tests [achievement, social-emotional competencies] and other qualification results;
- Ongoing feedback from professionals within IncludEd and from outside agencies involved with the young people.

## → **Appendix 1: An Outline of SEND Support**

### **Social, Emotional and Mental Health Needs**

A young person experiencing significant difficulties with Social, Emotional, and Behaviour Skills including age appropriate social skills, empathy, motivation, expression of feelings, and self-awareness; A young person experiencing fluctuations in mood and unpredictability over attitudes to learning that can result in substantial periods of uncooperative, challenging behaviour or an inability to participate; A young person's difficulties with SEMH are impacting on other areas of their learning and development; A young person may have access to specialist services for this need; Special consideration for exams could be needed.

### **Support for Social, Emotional and Mental Health Needs**

Begins with the provision of a smaller overall setting, higher staff to young person ratio, a curriculum with a strong social-emotional component and scope for personalisation; smaller teaching groups and a staff body with a high level of expertise in working with social, emotional and mental health needs.

All relevant SEND information, agreed outcomes and strategies/ provision will be shared through the young person's individual SEND Support Plan and/ or their 'One Page Profile' and reviewed regularly.

### **Cognition and Learning Needs**

A student who is working at a key stage below what would be expected of their age: For example, at KS3, a student could be working at KS1 or KS2 levels of achievement and, without intervention, could not be expected to develop the skills and processes specified in the relevant KS3 programme of study; or, a student who has been assessed using a standardised cognitive assessment and is found to be operating, cognitively, at one standard deviation or two standard deviations below the expected norm for young people of their age. Areas of difficulty may be general or specific but will be a significant barrier to accessing the curriculum; A young person who has significant difficulties concentrating on a task for the same length of time as other young people of their age, without additional support or regular breaks; A young person with processing, language, or memory difficulties.

Support for Cognition and Learning Needs includes:

- Personalised Literacy and Numeracy intervention and catch-up programmes based on the young person's needs, including personalised support and intervention;
- Specialist teaching staff;
- Access to SEND specialists to provide advice, to help identify underlying needs, and to provide support and strategies;
- Specialist subject teaching in small group or personalised settings;
- Appropriate and meaningful qualification routes and accreditation;
- Special consideration for assessments could be needed to reflect the student's normal way of working in school.

All relevant SEND information, including agreed outcomes and strategies/provision will be shared through the young person's individual SEND Support Plan and/ or their 'One Page Profile' and reviewed regularly.

### **Communication and Interaction Needs**

A young person experiencing significant difficulties following instructions and managing everyday routines or maintaining attention to age appropriate tasks without additional support; A young person experiencing a lot of difficulties in understanding everyday conversation, inference and more complex ideas and/ or struggling to make their needs known using language; A young person who may have access to specialist assessment and advice from services such as SALT, specialist outreach or an Educational Psychologist to inform intervention programmes and activities to develop the young person's social communication and interaction skills.

Support for Communication and Interaction Needs includes:

- Individual support programmes informed by specialist guidance and advice;
- Assessments to identify any speech, language and communication needs;
- Referral to specialists and outreach support; and, where possible,
- A personalised curriculum with facilities for a low-stimulus, distraction-free environment.

All relevant SEND information, including agreed outcomes and strategies/provision will be shared through the young person's individual SEND Support Plan and/ or their 'One Page Profile' and reviewed regularly.

Special consideration for assessments could be needed to reflect the student's normal way of working in school.

### **Physical and Medical Needs:**

A young person who needs regular assistance to move around the school and/or; who needs access to particular specialist equipment; A young person, whose condition impacts on their ability to access learning and who may require regular additional supervision, support and specialist equipment. A young person who accesses regular additional specialist support [e.g. Manchester Sensory Support Service, or Occupational Therapy].

### **Hearing Impairment**

A young person would have moderate hearing loss between 71-90dB. Special consideration for resources would be needed. Special consideration for exams would be needed, in addition to access to specialist teaching and support.

### **Visual Impairment**

A young person would have moderate to severe visual loss between 6/24 – 6/36. Special consideration for resources would be needed to take into account: restricted fields of vision, sensitivity to light, eye motility and visual perceptual difficulties. Special consideration for exams would be needed, in addition to access to specialist teaching and support.

Support for Physical and Medical Needs is planned and supported appropriately when needed, informed by specialist guidance and advice.

Special consideration for assessments would be needed to reflect the student's normal way of working in school.

## → APPENDIX 2: Identification of Additional Needs

Assessing how well a young person's special educational needs are being met; whether those needs have changed/ are likely to change and what needs to happen next to further meet those needs can generally be measured, with consideration of the following key factors:

- A closing of the attainment gap between the young person and their peers;
- Prevention of the attainment gap growing wider;
- Progress similar to that of peers starting from the same attainment baseline but less than that of the majority of peers;
- Matching or bettering the young person's previous rate of progress and taking account of their difficulties;
- Progress that ensures access to the relevant curriculum;
- Progress that demonstrates an improvement in self-help, social or personal skills;
- Progress that demonstrates improvement in confidence, self-esteem or behaviour;
- Engagement in school life and learning evidenced primarily by attendance and behaviour data.

IncludEd builds an initial profile of a young person through:

- Risk assessment, using referral information and professional observation;
- Baseline testing; conducted within the first six weeks of a young person attending IncludEd and during the first half term of each new academic year;
- Academic tracking, based on subject progress data provided by teachers every half-term;
- Engagement tracking; monitoring attendance and behaviour data weekly;
- A written Progress Report, collecting the views of the young person, centre staff and including progress data, published for each young person every term;
- On-going professional observation, shared daily, during briefings and weekly, at team meetings that take into account presentation within IncludEd, feedback from parents/ carers and any feedback from other placements such as a young person's mainstream school and/ or vocational placement.



IncludEd places importance on undertaking any considerations in collaboration with the young person themselves, their parents/ carers, any outside agencies and the mainstream school [if the young person is dual-registered]. This is carried out through regular review meetings – in addition to all statutory Annual Review meetings and Planning meetings.

In considering the factors above, we will seek to further clarify and collate evidence that will build up a picture of:

### **The Severity of Need:**

- Severity may depend on the setting and context in which young people are taught;
- Severity is a measure of how a young person compares with his or her peers across Manchester or nationally;
- Where possible, all needs assessment is based on standardised tests, rating scales or structured observation which provide evidence;
- Standardised attainment scores/ centiles are used as comparisons with other young people of their age.

### **The Complexity of Need:**

Complexity takes account of the number and range of factors, which may contribute to a young person's SEND. It ensures each young person is considered as an individual and as a member of IncludEd's school community. The existence of complexities does not necessarily mean that the young person's learning will be affected. Resiliency and individual coping strategies mean that each young person will respond differently.

Understanding of the complexity of a young person's needs depends on the collection of accurate information from a variety of sources. All agreed outcomes and the systems of assessment and monitoring and reviewing/ evaluating will reflect the complexity of a young person's needs.

Such complex needs might be due to a variety of issues including:

- Lack of continuity in education due to moving schools or home setting;
- Missed opportunity for education due to illness or adverse life experiences;
- Bereavement or loss;

- Mental health issues, including trauma and/ or attachment needs;
- Child protection issues;
- Disability requiring therapy, medical support or specialist equipment/ adaptations/ modifications.

The progress that a young person has made in response to any support previously provided is a further consideration in deciding whether a young person should move to a higher [or lower] stage within the three-tiered SEND framework.

## → Appendix 3. Gifted and Talented

Gifted and Talented Learners are identified by the following characteristics:

- Question readily, with relevance;
- Persevere when motivated;
- Able to think divergently;
- Able to synthesise;
- Communicate fluently;
- Able to analyse;
- Show creativity;
- Engage with complexity;
- Perceive patterns;
- Grasp ideas rapidly;
- Take risks in learning;
- Spot illogicalities or inconsistencies;
- Make links.

Young people will not necessarily present with all of these characteristics, but will present with a cluster. Young people may present with these characteristics consistently in one subject whilst not in others.

IncludEd will draw on a wide range of information to help identify Gifted and Talented learners, including:

- Quantitative data including available test data and results of teacher assessment [including KS2 SATs, CATs, GCSE, and performance grades for music, dance etc.];
- Qualitative information, including staff assessment, young person, peer and parent/ carer nomination and examples of young people's work;
- Rate of progress, including value-added data and reference to prior attainment/ achievement;
- IncludEd will be vigilant for the 'hidden gifted'. Young people's talents and abilities emerge when they are given appropriate opportunities, but at times, learners can be excluded [or effectively exclude themselves] from these opportunities. Included's gifted and talented population will be broadly representative of the whole school population, in terms of gender, ethnicity and socio-economic background.

This means that many of our young people come from groups that have been identified as more at risk of 'slipping through the net', for example young people:

- From any groups with a record of academic underperformance;
- Who need support to learn English as an additional language [EAL];
- Who have special educational needs [SEND];
- Who are poor attenders, with low aspirations and/or motivation;
- With medical conditions;
- Who act as carers in the home;
- From families under stress;
- Who are at risk of disaffection and exclusion;
- In public care or who belong to traveller families;
- Who have a mismatch between their cognitive ability and their basic skills;

IncludEd will always aim to create the right opportunities, with support and encouragement, to help all young people to develop a desire to learn and sustain the personal drive that is required to fulfil their potential.

## → Appendix 4. Types of Special Education Need

### 1. Cognition and Learning Needs

#### 1.1 Specific Learning Difficulty [SpLD]

Specific Learning Difficulties is an umbrella term which indicates that young people display differences across their learning. Young people with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Young people may also have problems with short-term memory, with organisational skills and with co-ordination. Young people with SpLD cover the whole ability range and the severity of their impairment varies widely.

#### **Specific learning difficulties include:**

**Dyslexia:** Young people with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Young people may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse sounds and letters in words.

**Dyscalculia:** Young people with dyscalculia have difficulty in acquiring mathematical skills. Young people may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

**Dyspraxia:** Young people with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Young people may have poor balance and co-ordination and may be hesitant in many actions [running, skipping, hopping, holding a pencil, doing jigsaws etc.]. Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

#### 1.2 Moderate Learning Difficulty [MLD]

Young people with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by usual classroom adapted teaching and the flexibilities of the National Curriculum.

Young people with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

### **1.3 Severe Learning Difficulty [SLD]**

Young people with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Young people with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some young people may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range [P4-P8] for much of their school careers [that is below level 1 of the National Curriculum].

### **1.4 Profound and Multiple Learning Difficulty [PMLD]**

Young people with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Young people require a high level of adult support, both for their learning needs and for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some young people communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the pre-key stage standards (2020) [below the attainment expectations of the National Curriculum].

## **2. Social, Emotional and Mental Health Needs**

### **2.1 Social, Emotional and Mental Health Needs**

Young people with behavioural, emotional and social difficulties cover the full range of ability and continuum of severity. Their social, emotional and/ or mental health needs are persistent and present a barrier to their engagement and learning. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Young people with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder [ODD]; hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder [ADD/ ADHD]; and syndromes such as Tourette's, should be recorded as SEMH if additional or different educational arrangements are being made to support them.

### **3. Communication and Interaction Needs**

#### **3.1 Speech, Language and Communication Needs [SLCN]**

Young people with speech, language and communication needs cover the whole ability range. Young people with SLCN may have difficulty in understanding and or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Young people with language impairments find it hard to understand and/ or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

#### **3.2 Autistic Spectrum Disorder [ASD]**

Young people with Autistic Spectrum Disorder cover the full range of ability and the severity of their impairment varies widely. Some pupils may also have learning difficulties or other difficulties, making identification difficult. ASD recognises that there are a number of sub-groups within the spectrum of autism. Young people with ASD find it difficult to:

- Understand and use non-verbal and verbal communication;
- Understand social behaviour – which affects their ability to interact with other young people and adults think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Young people with Asperger's Syndrome should be recorded in this category. These young people share the same impairments but have higher intellectual abilities although their language development is different from other young people with autism.

### **4. Physical, Mental and/ or Sensory Needs**

#### **4.1 Visual Impairment [VI]**

Visual impairment refers to a range of difficulties from partial sight through to blindness. Young people with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be VI if they require adaptations to their environment or specific adapted teaching in order to access the curriculum.

#### **4.2 Hearing Impairment [HI]**

Young people with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, young people are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/ or particular teaching strategies in order to access the concepts and language of the curriculum.

### **4.3 Multi-Sensory Impairment [MSI]**

Young people with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and/ or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Young people should only be recorded as MSI if their sensory impairment is their greatest need.

### **4.4 Physical Disability [PD]**

There is a wide range of physical disabilities and young people cover the whole ability range. Some young people are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly a medical diagnosis does not necessarily mean that a pupil has SEND. It depends on the impact the condition has on their educational needs.



## → Appendix 5. Support and Intervention

### **Types of Support and Intervention on Offer at IncludEd**

IncludEd has a number of strategies and interventions used to support young people. Examples of these strategies include:

- 1-to-1 check in and check out sessions with a member of staff, to help young people express any anxieties or other difficult thoughts/ emotions on arrival at IncludEd and on leaving;
- 1-to-1 and small group restorative justice sessions, following an incident;
- 1-to-1 and small group numeracy and literacy interventions;
- Additional sessions, for young people with gaps in their core subjects;
- Vocational and alternative education to provide alternative curriculum and accreditation routes and pathways;
- structured small group activities at break and lunch times, e.g. for those young people with social anxiety;
- Pre-admit visit to IncludEd supported by a key adult;
- Access, through referral, to professionally-trained counsellors and mental health practitioners;
- Specific, measurable, time-limited SEND intervention programmes, informed by priority need, delivered by SEND Team and Centre Staff.

IncludEd places emphasis on each young person developing independence within a larger mainstream setting. This is as important for young people preparing to transition back to their mainstream school setting as it is for young people transitioning to a specialist provision.

As all our young people are dual registered, IncludEd seeks to work in partnership with a young person's designated mainstream school in the planning, funding and delivery of additional support beyond IncludEd's offer, including Specialist Input and Support, EP commissioning and requesting statutory assessment [EHC Needs Assessment].

As part of our disability discrimination duties, IncludEd works to provide protection for disabled young people by preventing discrimination against them on the grounds of disability. The two key areas involved in this are to ensure that we do not treat disabled young people less favourably and that we take reasonable steps to avoid putting disabled young people at a substantial disadvantage. This is known as the reasonable adjustments duty.

We follow Manchester Secondary PRU's SEND Policy guidelines and part of this policy has been adopted from the [MSPRU SEND Policy](#).

[MSPRU SEND Report 2021](#)

**Date of Adoption: January 2022**

**Approved by governors: January 2022**

**Date of Next Review: January 2023**