

Special Educational Needs and Disabilities (SEND) Policy

Ratification Date: ____20/07/21____

Signed: ____AJHawkins____

Review Date: ____26/09/24____

Date of next review: September 2025

Version Control

Version	Date	Changes
<u>V1</u>	<u>Original</u>	
<u>V1.1</u>	<u>21/07/23</u>	Updated contacts and grammar changes
<u>V1.2</u>	<u>24/10/23</u>	Reformatted document; updated SENCO details.
<u>V1.3</u>	<u>26/09/24</u>	Amends across document to reflect work across keys stages; table added Section 1 on areas of need; updated legislation and guidance links; 4.1 amended ref to SENDCo; 4.2 amend to read "through the relevant Local Authority SEND Local Offer"

Review

This policy is reviewed annually to ensure compliance with current regulations. Approved and reviewed by The Board of Directors.

Key staff involved in the SEN process:

Role	Name
Provision SENCo	Rachel Hatton
Provision CEO	Andy Hawkins
Assessor	Rachel Hatton



1. Aims

Liminal is an alternative provision working with pupils across all Key Stages from schools and other settings across Walsall, Wolverhampton, Sandwell, Staffordshire and Dudley promoting positive behaviour and providing a continuum of support for young people with behavioural, emotional and social difficulties.

Our SEND policy aims to:

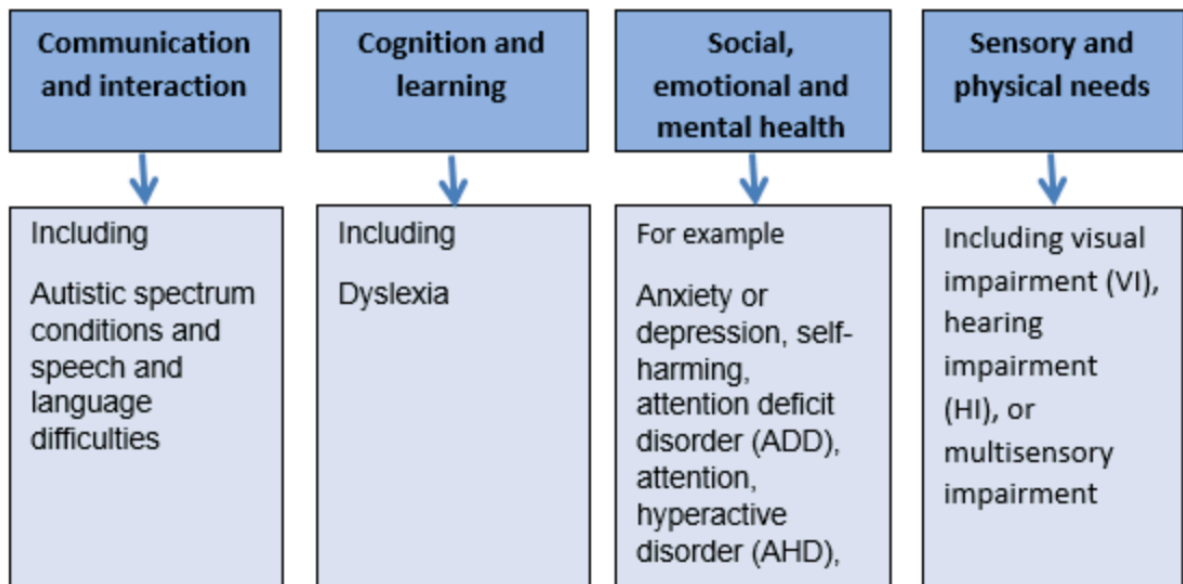
- Set out how our provision will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims of our policy and practice in relation to special educational need and disability in this provision are:

- To provide an inclusive learning environment using a range of strategies including Quality First Teaching to ensure all children can access all learning.
- To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the provision alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement: setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individual and groups of pupils.

- To secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

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



- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development and monitoring of Quality First Teaching.
- To support pupils with medical conditions to achieve full inclusion in all provision activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.



- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Our aim is to provide all pupils with an appropriate and considered range of opportunities for them to gain personal fulfilment through learning. Taking into account the wider social and emotional needs of each pupil, all staff endeavour to transform pupils' motivation and develop the whole child physically, spiritually, emotionally and intellectually. We aim to provide pupils with a range of opportunities which allow them to experience personal development and achievement thus enabling them to make a successful return to mainstream/ appropriate education or enter into continued education and/or employment.

2. Legislation and guidance

This policy complies with the statutory requirement laid out in the Code of Practice 0-25, September 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Code of Practice 0-25 (updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1,2,3 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 (updated 2021)
- Keeping Children safe in Education 2024



This policy was created by Dave Smith and Rachel Hatton, and in liaison with Directors and acknowledgement of professional and parent/carer/pupil voice. This policy should be read in conjunction with Code of Practice 0-25, September 2015 and any subsequent updates

3. Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2015.

A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16

A child under compulsory school age has educational needs if they fall within the definition at (a) or (b) above would do so if special provision was not 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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Rachel Hatton. In accordance with Clause 64 of the Children & Families Bill 2015, her National SENDCo Award was completed in September 2023. In accordance with



Section 6.89 of the 2015 Code of Practice, Rachel is SENDCo and therefore represents SEND as a member of Liminal.

They will:

- Work with the Directors and other professionals to determine the strategic development of the SEND policy and provision in the setting
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the provision's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure Quality First Teaching and inclusive strategies are embedded in all learning.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the provision directors and staff to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the provision keeps the records of all pupils with SEND up to date.

4.2 Class teachers

Each teacher is responsible for:



- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Providing an inclusive learning environment through Quality First Teaching and a range of inclusive teaching strategies.

All staff can access the following documents:

- This SEND Policy
- A copy of the full Additional Needs Register
- Guidance on identification of SEN in the Code of Practice 0-25 (2020 update)
- Information on individual pupils' special educational needs including pupil passports
- Practical advice, teaching resources and information about types of special educational needs and disabilities
- Information available through the relevant Local Authority SEND Local Offer

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the provisions' SEND provision.

5. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular and ongoing assessments of progress for all pupils and identify those whose progress:



- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.1 Consulting and involving pupils and parents

In accordance with Section 6.51 of the 2015 Code of Practice, and in liaison with the host setting, we will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' and pupils' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the pupil's record and given to their parents.

In accordance with Section 6.48 of the 2015 Code of Practice, we will formally notify parents when it is decided that a pupil will receive SEND support.



Parents/carers are encouraged to share information and queries with the provision.

5.2 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. This is an ongoing cycle that enables provision to be refined and revised as the understanding of an individual grows.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.3 Education, Health and Care Plans



If a pupil has lifelong or significant difficulties, they may undergo a statutory assessment process which is usually requested by the host setting but can be requested by a parent/carers. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken in collaboration with parents, host school, SENDCo and teaching staff.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by the relevant Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. 2. Both provision staff and parents/carers will be involved in developing and producing the plan.

6. Supporting pupils moving between phases and preparing for adulthood

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered to support transfer for pupils starting with us.
- Parent/carers are invited to a meeting at the provision and are provided with a range of information to support them in enabling their child to settle into the provision routine.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition:

We will share information with the school, college, or other setting the pupil is moving to as part of our reintegration process. We will agree with parents and pupils which information will be shared as part of this. Transition into a new setting will be supported by the reintegration plan put in place by us.

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new setting. These opportunities are further enhanced for pupils with SEND and will be discussed with parents in a parent meeting with the SENDCo and other key staff

Parents will be encouraged to consider options for the next phase of education and the provision will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.



Accompanied visits to other providers may be arranged as appropriate for pupils and parents.

For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

7. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through Quality First Teaching and the specialist SEND provision provided by the provision as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in the provision and across the range of appropriate agencies.

Staff members are encouraged to attend voluntary twilight and inset training to further develop skills and knowledge.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

8. Working with other agencies

Liminal invites and seeks support from external agencies in the identification, assessment and provision of SEND.

9. Working in partnership with parents



Liminal believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.

- Parental/carers views are considered and valued In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents/carers of pupils with SEND to the local authority Information and Advice Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that the pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision.

10. Links to support services and other schools

The provision continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our provision.

Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

We also value greatly links we have with other schools and provisions in the local area with whom we can share research, resources and strategies in seeking support for our pupils.

11. In service training (CPD)

We aim to keep all provision staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The provision seeks the



support of our network of outside agencies when a need for specialist training is identified. The SENDCo and the Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues. The SENDCo attends relevant SEND courses, meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All teaching and pupil support assistants are offered training opportunities through a range of local agencies working with specific pupils at the provision.

The Directors ensure that training opportunities are matched to Liminal development priorities and those identified through the use of provision management.

12. Safeguarding

In accordance with Keeping Children Safe in Education, the provision recognises that children with SEND may have additional barriers when it comes to safeguarding. This group can be more vulnerable because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. It is important to recognise that a warning sign doesn't automatically mean a child is being abused. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. All staff receive regular training to understand their duties in relation to safeguarding and the Prevent duty. This is outlined in the provision's safeguarding policy.

13. Supporting pupils with medical conditions

Liminal recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the



provision will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed. Pupils at the provision who have medical conditions are supported firstly pastorally and by the designated first aid officer.

14. Complaints procedure

At Liminal we operate an open door policy. Your first point of contact is your child's keyworker. It is always advisable to phone ahead and arrange a time to meet to discuss your concerns. In addition, our SENDCo is here to listen to your concerns. If your issues cannot be resolved they may then be referred to the directors.

15. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the management committee.

16. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Positive Relationships Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding

