



Football Family Ltd: Special Educational Needs Disability Policy

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Positional Statement and Scope

Football Family values all learners and celebrates diversity of experience, interest, and achievement. All learners need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for Football Family to meet its duty, obligation and principal equality values to provide a high-quality education to all of its learners, including learners with SEND, and to do everything it can to meet the needs of learners with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between learners with SEND and pupils without SEND

Football Family will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018.

Identifying SEND

Football Family has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the learners.

Football Family is an independent learning provider who works with children and adults from 16 years of age. Part of the induction programme requires learners to clearly identify any SEND they may have, but we do not assume that is conclusive and that staff are aware of all learners needs. Staff remain vigilant to ensure our learners get all the support they need to achieve their full potential.

With the support of the Director of Education, tutors will conduct regular progress assessments for all pupils, with the aim of identifying learners who are making less than expected progress.

Progress will be characterised using the following stipulations:

Progress is significantly slower than the class average, from the same baseline

- Progress does not match or better the learners previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Definitions

For this policy, a learner is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Communication and interaction

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Football Family recognises that:

- Learners with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every learner with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The Director of Education will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

Learners with learning difficulties may require support – Football Family will offer learning support in line with its One-to-one Tuition Policy.

Football Family understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The Director of Education will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Learners may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

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Football Family recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and we will work with outside agencies to offer support.

Sensory or physical needs

Impairments that prevent or hinder learners from using the facilities, such as vision impairment (VI), do not necessarily have SEND. Football Family will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A learner with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings

Objectives

Football Family aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all learners to aid the earliest possible identification of SEND.

Roles and responsibilities

The Director of Education will be responsible for:

- Communicating with learners with SEND and their parents when drawing up policies that affect them.
- Identifying, assessing and making provision for all learners with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Appointing a designated tutor for LAC, where appropriate.
- Making reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equality and Diversity Policy.
- Preparing the arrangements for the admission of learners with SEND and the facilities provided to enable access to the Centre's.
- Regularly monitoring Football Family policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that those who are teaching or working with learners with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that tutors understand the strategies to identify and support vulnerable pupils.
- Ensuring tutors have an established understanding of different types of SEND

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- Establishing and maintaining a culture of high expectations and including learners with SEND in all opportunities available to other learners.
- Consulting health and social care professionals, learners, and parents to ensure the needs of children with medical conditions are effectively supported.

Policy Reviews

This Policy will be renewed annually.

For further information or to discuss any concerns regarding this, or any of our other Policies and Procedures, please contact: info@footballfamily.org.uk