



## SEND Policy

<b>Date of review</b> <b>Reviewed By</b> <b>Date of next review</b>	July 2024 Director - K Barclay July 2025
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A person is regarded as having SEND requirements if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Making suitable adjustments, provision and having high expectations for SEND is the responsibility of all staff at the BTGM.

### **SEND at BTGM**

BTGM is an external educational provider set up to support young people aged 16 or over with development into further education, employment or workplace support. We offer bespoke training and development with nominated staff and external provision from our partners.

### **The Programme**

All children referred to BTGM will have EHCPs (Education, Health and Care Plans) and will have behaviours or learning profiles consistent with any diagnosis.

Types of SEND typical at the BTGM include:

- ADHD, ADD, ODD, attachment disorders, emotional difficulties, mental health difficulties including personality disorders
- Autistic spectrum and language condition
- Speech & Language difficulties
- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties; global developmental delay.

### **Disability and Special Educational Needs**

BTGM will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, BTGM can cater adequately. BTGM needs to be aware of any known disability or special educational need which may affect a student's ability to participate in, and take full advantage of, the education provided by the centre. The LA, when they request a student placement who has any disability or special educational needs, should provide the BTGM with written evidence. BTGM requires this information in the case of any student with particular needs, so that the needs can be assessed and so they are able

to consider any adjustments which can reasonably be made to ensure that facilities are accessible for the student prior to an offer of a place being made.

The centre building is sited in Malvern and consists of two office rooms, one kitchen and two toilets.

There is one entrance to the building at the front which has a ramp. There is one wheelchair accessible toilet.

### **Aims**

We have high expectations of all our students and work with them and their parents/carers to help them reach their full potential. We value all the students equally and recognise the entitlement to have their needs addressed. Within this caring and mutually supportive environment we aim to:

- Ensure all SEND students have their needs met
- Take into account the views of the students
- Encourage good communication with parents/carers/sending agencies
- Identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND
- Enable all students to participate in any remote sessions and face to face sessions fully and effectively
- Work in partnership with parents/carers/sending agencies
- Work closely with external support agencies, where appropriate, to support the need of individual students
- Build on the strengths of the individual
- Foster a positive image
- Give equal access to all aspects of life experiences through social and practical activities

This will allow success regardless of the Special Educational Needs, Disability or any other factors that may affect their attainment.

### **Implementation**

The implementation of the Special Educational Needs Policy is the responsibility of the whole centre.

#### The role of BTGM staff is to:

- Monitor the effectiveness of any special educational provision made for the student
- Engage with support services when required
- Liaise with parents to ensure the best outcomes for their child
- Ensure that records of the student's special educational needs and the provision made to meet those needs are maintained and kept up-to-date
- Provide one-to-one teaching / pastoral support
- When a student transfers to another educational provider or work placement, make available all relevant information about the student's special educational needs and the provision made to meet those needs
- Administer or arrange diagnostic tests as required
- Ensure differentiated remote teaching methods are appropriate for individual students with special educational needs
- Ensure Show Progress is up to date

#### Role of the Director(s) of BTGM:

- Have a statutory overall responsibility for the necessary educational provision for any student with SEND

- Ensure that the SEND Policy is updated regularly in accordance with the various Acts.
- Be responsible for allocating finance for staff and resources for SEND

### **SEND Monitoring**

Sending Agencies identify all the SEND relevant to the student. Staff are continually aware of student's needs and developmental targets. These are continually assessed and progress tracked against targets. The centre will discuss any additional SEND identified by the centre with the sending agency/parents/carers.

Although the centre can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis. Parents/carers are advised to seek specialist advice where a diagnosis is required.

### **Working with Parents/carers and sending agencies**

We aim to have good and informative relationships with all of our parents/carers and sending agencies. Informal feedback occurs weekly and half termly targets shared with end of year reports written.

We will listen to the views of parents / carers and to any issues that are brought forward for discussion. We will share information with parents / carers in informal conversations and planned meetings as well as maintaining dialogue if appropriate. Parents / carers will be invited to review meetings to discuss their young person's progress and to be involved in setting targets and agreeing appropriate intervention strategies to help the student at home and as appropriate. We respect the different perspectives of all parties concerned with students identified as having SEND. We will seek constructive ways to reconcile differing viewpoints. We respect that parents / carers may have differing needs and/or disabilities.

### **Assessment and Provision**

If the student already has an identified SEND, then the records will be passed on when they start at BTGM. In addition to information gained from a student's EHCP, BTGM will determine the student's needs during the initial induction and assessment period. BTGM will:

- Disseminate information regarding individual needs, and strategies for addressing those needs, will be shared with staff on a regular basis
- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the student and to ensure adequate progress within remote one to one lessons
- Identify any barriers to learning and individual strengths
- Ensure ongoing observation and assessment, provide regular feedback about the student's achievements and experiences, to inform the basis for the planning of the next steps of the student's learning
- Involve parents / carers in implementing a joint learning approach at home
- Identify different learning materials or special equipment
- Access to LEA/NHS services for occasional advice on strategies
- Record the information on Show Progress

### **Education Health and Care Plan (EHCP)**

Having a diagnosis (e.g. of ASC ADHD or dyslexia) does not mean that a student needs an EHCP. All students accessing BTGM will have an EHCP. Should there be a case for an application for a successful EHCP, a member of the Local Authority will call a meeting for parents / carers, the student and the centre together with any health or social care professionals who are involved with the family. The meeting will record the student's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

The day to day practical responsibility of making provision rests with the centre. It is the responsibility of the local authority to ensure that the provision is met and to review the EHCP at least annually and BTGM will cooperate with the review process.

**Tracking and monitoring student progress on Show Progress:**

Show Progress will include information about:

- . EHCP targets where applicable
- . Barriers to learning
- . Expected outcomes
- . Planned programme
- . Personal targets
- . Review dates

Staff will provide regular updates at weekly progress meetings where individual achievement targets, behaviour and learning targets will be discussed and reviewed. Critical thinking, social and emotional skills and functional skills targets will be reviewed on an ongoing basis in line with review dates set on the programme (typically 4 times over the course of the Programme).