

# SEND Policy



<b>Approved by:</b>	Active Learning	Active Learning
<b>Last reviewed on:</b>	01/09/2023	01/09/2023
<b>Next review due by:</b>	01/09/2024	01/09/2024

## Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	9
7. Links with other policies and documents	9

---

### 1. Aims

Our SEN policy aims to:

- Set out how Active Learning will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

This policy also complies with our non-profit agreement and articles of association.

### 3. Definitions

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

They will:

- Work with the trustees and directors to determine the strategic development of the SEN policy and provision for Active Learning
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the organisation's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the organisation meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the organisation keeps the records of all students with SEN up to date

### 4.2 The directors

The directors will:

- Work with the SENCO and teachers to determine the strategic development of the SEN policy and provision within the organisation
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.3 Teachers

Each teacher is responsible for:

- The progress and development of every student 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 their teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Active Learning currently provides additional and/or different provision for a range of needs, including but not limited to:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties

## 5.2 Identifying students with SEN and assessing their needs

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

- Is significantly slower than that of their peers
- Fails to match or better the previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This will include progress in areas other than attainment, for example, social needs, mental health needs, etc.

## 5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether our organisation can provide the right service for their child. These conversations will make sure that:

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

The following documents will be created to support student provision:

Individual Education Plan (based on EHCP outcomes: Cognition and Learning)

Personal Development Plan (based on EHCP outcomes: Social Emotional and Mental Health, Sensory and Physical & Communication and Interaction)

Risk Assessment: Online and the wider community

Student and Parent/Guardian Agreements: Online User Agreement, Equipment Terms of Use, Student & Parent Conduct Agreement, Discontinuation of Services

## 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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

This will draw on:

- The teacher's assessment and experience whilst working with the student
- Their previous progress and attainment or 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 student'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 student 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 student's progress.

## **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

## **5.6 Our approach to teaching students with SEN**

### **UNDER DEVELOPMENT**

## **5.7 Adaptations to the curriculum and learning environment**

As an online provider, we make the following adaptations to ensure all students' needs are met:

- Modifying and adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specialised timetable, student centered learning which directly informs planning and teaching

In order to enable greater accessibility for all users of online learning platform, the modifiable features available are listed below:

- Browser zoom
- Display size
- Full magnifier
- Docked magnifier
- Large mouse cursor
- Font size
- Invert Colours
- Captions
- Mono audio
- ChromeVox (screen reader)
- Speech to text
- Physical keyboard
- Onscreen keyboard
- Touch pad
- Sticky keys
- Word prediction & translation

Where possible we have made the language of the website text as simple as possible to read and understand. Supporting visual documents (PDFs) are available, which offer further accessibility features, such as annotations.

[AbilityNet](#) has advice on making your device easier to use if you have a disability.

## **5.8 Additional support for learning**

Students who may have significant gaps in their core foundational learning, can access 1:1/small group intervention to help decrease the attainment gap.

Students can receive intervention in the following subjects: Maths, English and other courses .

In addition to this, social, emotional and mental health interventions can also be provided for students who may need support with their personal development.

Students can access: Speech and Language group sessions, CBT, Anger Management and Wellbeing Support (e.g. mentoring.)

## **5.9 Expertise and training of staff - To be finalised**

Our SENCO experience in this role has worked .

They are allocated to manage SEN provision.

We have a team of [number of] teaching assistants, including [number of] higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained.

We use specialist staff for SEN and English National Curriculum (ENC) .

## **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals every half-term using the student's IEPs
- Reviewing progress and attainment data created by teachers
- Carrying out gap analysis
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the Directors & SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHCP plans
- Providing a Learning & Development report each term for parents

## **5.11 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students have direct input into their independent learning plan
- Students are encouraged to take part in group online learning and experiential learning.
- Mindfulness/wellbeing is embedded in the student's learning
- Therapeutic support is available to all students (as requested)
- We have a zero tolerance approach to any form of bullying

## **5.12 Working with other agencies**

We use a multi-disciplinary approach when creating the Individual Educational Plan (IEP) for each student. This is created by our qualified SENCo in partnership with the student, parent/guardian, the school, any external therapeutic specialists (such as CAMHS or Outreach Services) and where necessary Social Care or the Virtual School.

Active Learning will work alongside additional service to support improved education and wellbeing in children and young people.

### **5.13 Complaints about SEN provision**

Complaints about the SEN provision provided by Active Learning should be made to the [info@theactivelearning.co.uk](mailto:info@theactivelearning.co.uk) in the first instance. They will then be referred to the organisation's complaints policy.

### **5.14 The local authority local offer**

Our contribution to the local offer .

Our local authority's local offer is published here:.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the directors **every year**. It will also be updated if any changes to the information are made during the year.

## **7. Links with other policies and documents**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality, Diversity and Inclusion
- Supporting students with medical conditions policy