



Phoenix ND Education Ltd SEND Policy

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| Policy written: | July 2023 |
| Policy review date: | July 2025 |
| Signed by Director: | <i>E. Barnett</i> |

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

Policy review dates and changes

| Review date | By whom | Summary of changes made | Date ratified by directors | Date implemented |
|-------------|----------------|--------------------------------|----------------------------|------------------|
| July 2024 | Eloise Barnett | Changes to wording for clarity | 10/07/2024 | 11/07/2024 |
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This Policy is updated annually and has been developed in line with the following legislation and guidance:

- SEND Code of Practice (2015)
- Equality Act (2010)
- The Children and Families Act (2014)
- Working Together to Safeguard Children (2020)
- Keeping Children Safe in Education (2023)
- SEND Review and Green paper (2022)

The policy should be read in conjunction with the following Phoenix ND Education Ltd Policies:

- Behaviour Policy and Physical Intervention Policy
- Preventing Bullying Policy
- Admissions Policy
- Assessment and tracking policy
- Curriculum Policy
- Safeguarding Policy
- Accessibility Plan
- Health and Safety and First Aid Policy
- Medication policy
- Transitions policy

Philosophy/Principles

Our learners come from diverse backgrounds and have particular challenges, both as learners and for our older students, as teenagers. Our philosophy is founded on mutual respect, patience, care and praise in order to raise confidence and build self-esteem. We encourage re-engagement with education for those previously disaffected with school, promote enjoyment of the subject, raise aspirations and help to work towards future economic well-being.

It is important to recognise that at Phoenix ND Education Ltd we work with the needs of the whole child, not just the special educational needs of our young people.

There are factors we consider that may not be categorised as Special Educational Needs such as:

- Attendance and punctuality
- Health and Welfare
- Having English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child
- Being the child of a service person

We work with a range of children and young people for whom the learning experience has previously failed in either mainstream or special school. In order to reverse the identified pattern of failure, we promote a culture of respect alongside healthy and productive attitudes towards learning by developing an ethos of high expectations, high aspirations and high levels of achievement when compared with a baseline, enabling each young person to achieve their potential.

A key to the success of this approach is the value we place on nurturing quality relationships and building trust for productive learning experiences. This is embodied in a team of experienced, skilled and enthusiastic professionals, fully focused on empowering young people to prepare for their long-term aspirations through a solution focused – “can do” – approach that will create realistic outcomes and appropriate pathways into adulthood, whether that be employment or further education.

Aims:

- To provide a caring and stimulating learning environment in which all learners can develop intellectually, socially, emotionally, morally and spiritually.
- To meet the educational needs of the learners whatever age and of whatever ability by providing a meaningful curriculum within which all our learners can achieve their potential.
- To obtain information from referrers regarding additional needs, to ensure continuity of provision and outcomes.

Objectives:

- To deliver a broad and balanced course of study for each learner, taking into account previous education and experiences.
- To provide additional support according to need.
- To accredit achievements whenever possible.
- To identify additional needs by using the information provided by referrers.
- To encourage the learners to examine and assess their attitudes and values in life, including future training, education and employment to ensure they do not feel limited by their additional needs.
- To develop confidence and promote the individual's positive self-image.

Strategies and processes:

The guiding principle informing this policy is to ensure that young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders

him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA).

Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age. Pupils with SEND supported by Phoenix ND Education Ltd could have difficulties with one or more of the following:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health needs
- Sensory and/or physical needs

Implementation

Phoenix ND Education Ltd has regard to all the requirements of the SEND Code of Practice 2014. (Including amendments made for 2016/2017)

The SEND Code of Practice promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help young people who have SEND make, at the very least, adequate progress and successfully access a curriculum that is appropriate to their needs. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a young person may be experiencing.

For most students who are supported by Phoenix ND Education Ltd, previous schools will have identified the student's SEND and a number of early intervention strategies will have been attempted. Phoenix ND Education Ltd will provide specialist support to meet the students' complex additional needs. Staff are therefore expected to look carefully at differentiating their approach to meet the specific learning needs of each pupil. All staff focus on personalising teaching and learning as well as a regularly assessing the impact of specific interventions.

Process for Identification and Intervention

Special Educational Needs will normally have been assessed at a learner's school and recorded on referral information or within an EHCP. Where learners do not have a school place, educational history is obtained as part of our induction process and every effort is made to contact previous schools.

Special Educational Needs associated with learning difficulties should be identified through the baseline assessments and as part of the induction process. After discussion and analysis of the baseline assessment an appropriate curriculum will be devised according to individual need or the provision outlined in an EHCP.

SEND Provision

Needs and provision for pupils with Education Health Care Plans is determined by the LA and are met through funding resources provided directly by the LA, personal budgets and from schools. When planning a programme of education for a child with an Education Health Care Plan, we make sure that it meets the requirements set out in the Plan. Person centred reviews are held in a way appropriate to the individual learner needs, to ensure maximum participation from learners in their plan.

All staff at Phoenix ND Education Ltd are equipped to support pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from their previous experiences in mainstream or special education.

Staff help pupils with SEND to access a balanced and broadly based curriculum by:

- Helping them improve their skills in core subjects in a manner that suits their learning style and needs,
- Looking at other subjects they are interested in and trying to incorporate these into their individualised curriculum,
- Creating stimulating and exciting approaches to learning. These include frequent opportunities for 'learning outside the classroom'.
- Differentiating schemes of work and appropriate resources.
- Providing alternative and appropriate teaching strategies and approaches.

All learners receive an individualised learning programme according to their needs. This is regularly reviewed by the EOTIS Manager, Associates, learners and parents/carers. Some learners may require additional support according to their social, emotional, mental health and learning needs.

We recognise that individualised programmes must be monitored, evaluated and all information collated for the learner's effective reintegration into school if applicable.

Provision for Autism and PDA

Phoenix ND Education Ltd supports the work of the Autism Education Trust and the PDA Society and regularly provides training for all staff in these specific areas directly from these organisations.

Our director, Eloise Barnett is an Autism and PDA specialist who provides training, advice and support to staff and parents.

We endeavour to support our neurodiverse students by implementing a range of strategies such as:

- Ensuring that visual supports for learning and communication are utilised as appropriate to ensure that barriers to learning are removed.
- A high degree of structure and predictability is in place for learners that require this, to help them feel safe and secure and in a good position to learn.

- Reducing the perception of demands for PDA students through using declarative language, indirect communication, de-personalisation, modelling, distraction, humour and choice.
- Using the PDA Society PANDA mnemonic to inform our practice and take a person-centred approach.

Provision for Communication and Interaction

- Staff know and understand the need to modify their spoken language for a range of learners. In some instances, this means providing short instructions with simplified language and/or visuals, in others it may be using only 2 or 3 key words.
- It is equally important for staff to avoid sarcasm, idiomatic and non-literal expressions with specific learners for whom this can cause confusion and stress.
- Where staff are allocated students who are 'Selective Mute', specific strategies and training will be sought to enable the child to engage as fully as possible in their learning.
- Pupils communication needs will be made explicit on their pupil profiles so that all staff are informed of what to expect and what is expected from them.
- 'Communicate In Print' Signs and symbols are used by staff for some learners who need them in order that they can fully access the curriculum.

Provision for Cognition and Learning Difficulties

At Phoenix ND Education we endeavour to meet the learning needs of all our students. Whether that be through formal pathways such as GCSE and A-Level, Entry Level pathways such as Functional and Vocational Skills, or less formal curriculums that teach core subjects through an experience-based or informal curriculum.

Personalised Learning Journeys are created for students to create learning objects and clarify the provision needed to meet the outcomes – where an EHCP is in place, the outcomes and provision will align with this document.

We believe that for a student to learn, there must first be a mutually respectful and nurturing relationship established between student and tutor.

Learning activities will be provided in-line with the students' needs and abilities, academic levels will be established with current education establishment or parents/carers before planning the curriculum. Where this evidence is not available, we will carry our academic assessments to better gain an understanding of the students' levels.

Staff are trained in precision-teaching techniques, pre and post-teaching strategies along with other small-step teaching methods to ensure delivery of a curriculum at a level the student needs.

Provision for Social, Emotional and Mental Health difficulties

We recognise that young people with SEND also need pastoral, social or medical support. Where necessary some young people may have a Personal care plan which has been discussed with parents/carers and appropriate outside agencies. We recognise that young people with SEND may demonstrate unwanted behaviour and/or have issues with attendance. Generally, this will be managed within the provision Behaviour and Attendance Policies. In more complex cases, these young people will have an Individual Risk assessment and behaviour plan, which has been discussed and agreed with parents/carers and appropriate outside agencies. We recognise the need to keep all children safe as outlined in our Safeguarding Policy. We also understand that nationally children with SEND are at a higher risk of harm and so work closely with outside agencies to ensure their safety.

Provision for sensory and/or physical needs

Staff working at Phoenix ND Education value the input of other professionals and strive to deliver a holistic approach. We understand the value of sensory and physical education and support in removing barriers to education. All Phoenix ND staff receive training on Sensory Processing Differences and Difficulties and in particular an awareness of Interoception. Sensory breaks and programmes are incorporated into teaching programmes and links are made with appropriate specialist support as required for the specific needs of students. We work closely with students and families to audit and identify sensory barriers to accessing education and implement strategies and resources to overcome these. Where Occupational Therapy, Physiotherapy or teaching of motor skills is identified in EHCP's, we endeavour to ensure this can be delivered by staff through training and liaison with appropriate professionals.

Equal Opportunities

Teaching and learning opportunities will be driven by the principles of the Phoenix ND Education Ltd.'s Equality and Diversity Policy, however, Equality underpins all our policies.

All learners will have access to the curriculum regardless of race, ethnic origin, gender, disability, religious and political belief, sexual orientation, class or age. Resources are audited to ensure they are free of bias. We will promote achievement and inclusion for all with positive images of diversity.

English as an Additional Language Learners are assessed in a similar way, taking into account their level of English language skills.

Roles and Responsibilities

SEN Co-ordinator: Eloise Barnett

All staff have responsibility to respond appropriately to an individual's educational needs and to seek additional support if necessary.

*The policy will be updated in line with the SEND and alternative provision green paper as the process progresses.

The Local Offer

In September 2014 the government made a lot of changes to the way that children and young people aged 0 to 25, with Special Educational Needs and Disabilities (or SEND for short) are supported. This included making Local Authorities produce a 'Local Offer'. The Local Offer brings together useful information across education, health and social care within one website where you can find information, advice and guidance and a range of provider services listed who support children and young people with SEND.

The links for the local offers for the local authorities we work with are set out below:

Derby City Council <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Derbyshire County Council: <https://localoffer.derbyshire.gov.uk/#!/directory>

Leicestershire County Council <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-anddisability/where-to-start-with-send/what-is-the-local-offer>

Nottingham City Council:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Nottinghamshire County Council:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Appendix A

English as an Additional Language (EAL)

Some of our students may be asylum seekers and therefore the paper below is of significance.

Asylum seeking students (Information copied from the DFES website.)

While most asylum-seeking children arrive in the UK with one or both parents, some do not. They may arrive with friends or relatives who are not their usual carers, or they may arrive as unaccompanied asylum-seeking children.

The United Nations High Commissioner for Refugees (UNHCR) defines an unaccompanied asylum-seeking child as being under 18 years old and not cared for by that child's usual carers. Unaccompanied asylum-seeking children's care is the responsibility of the relevant social services department of the local authority and such children are cared for under the provisions of the Children Act 1989.

Good liaison between schools and social services is essential for such children.

Further information about making strong links between schools and social services is given in the Department for Children, Schools and Families (DfCSF) and Department of Health's Guidance on the Education of Children Being Looked After by Local Authorities.

Asylum seeking and refugee children's background

Young asylum seekers and refugees are a very diverse group. Children from one particular country may come from different ethnic and linguistic backgrounds.

Families may have different political beliefs and religious observances. Asylum seeking and refugee children may have a wide range of educational and social needs, significant proportions of them:

- have had an interrupted education in their countries of origin
- have had horrific experiences in their home countries and flight to the UK, and for a small number this may affect their ability to learn and rebuild their lives
- have suffered a drop in their standard of living and other major changes in their lives
 - may not be cared for by their parents or usual carers
- have parents who are emotionally absent
- are living with families who do not know their educational and social rights
- speak little or no English on arrival in the UK
- suffer racist bullying or isolation in school.

Further information National Asylum Support Service (NASS) (2001) Policy Bulletin 63 The Education of Asylum seeking children