



# Learning Opportunities

## SEN & Disability Policy/SEN Information Report

Issued on 01.09.20

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

Positive Behaviour Policy, Positive Handling Policy, Safeguarding Policy, Anti Bullying Policy, Curriculum Policy, Teaching and Learning Policy.

This policy was developed with a range of staff at the school with wide ranging experience and will be reviewed annually.

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

### **1 The kinds of special educational need for which provision is made at the school**

At Learning Opportunities all our students have an Education, Health and Care Plan and students needs fall under one or more of the following categories; Social Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Sensory and Physical. Their EHCP may also contain specific needs, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties and behaviour difficulties. Where there are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, we can access training and advice so that these kinds of needs can be met.

### **2 Information about the assessment of pupils with SEN**

At Learning Opportunities, we monitor the progress of all students throughout the year to review their academic progress.

Progress towards EHCP outcomes is monitored through Annual EHCP reviews and sharing provision plans 3 times each year.

Where progress is not sufficient we put in place extra support to enable the student to catch up. Examples of extra support are include interventions such as Thrive sessions, talkabout sessions, semantic links sessions and additional numeracy and literacy lessons.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such students

Each review of the EHCP will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Local Authority.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked throughout the year, including assessments of reading age, spelling age etc. Using these it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the Provision Plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered  
*SEN Code of Practice (2015, 6.37)*

At Learning Opportunities the quality of education was judged to be requires improvement in our last Ofsted inspection. We are working towards good by following our Learning Improvement Plan which is available from the school.

*3d how the school adapts the curriculum and learning environment for students with special educational needs*

At Learning Opportunities we adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Proprietor ensures improvements as part of the school's accessibility planning are made.

*3e additional support for learning that is available to students with special educational needs*

As part of our budget we receive additional Pupil Premium funding for some of our Children in Care. Details of the amount and what it is spent on are included on the school website and available from the school.

*3f how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs*

All clubs, trips and activities offered to students at Learning Opportunities are available to all students. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity

*3g support that is available for improving the emotional and social development of students with special educational needs*

At Learning Opportunities we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance PSHE and tutor time and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following; access to counsellor, mentor time with member of senior leadership team, external referral

to CAHMS/CYPMHS, time-out space for pupil to use when upset or agitated, individual Thrive sessions.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

#### 4 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Where additional training needs are identified for staff we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologists, Speech and language therapists, occupational therapists, physio therapists and local specialist teachers.

#### 5 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

#### 6 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at Learning Opportunities are invited to discuss the progress of their children on at least three occasions a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

#### 7 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are

likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

8 The arrangements made by the proprietor relating to the treatment of complaints from parents of students concerning the provision made at the school

The normal arrangements for the treatment of complaints at Learning Opportunities are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Headteacher to resolve any issue.

Please consult our Complaints Policy which is available on our website or from the school for more information.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

9 How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such students

The Proprietor has engaged with the following bodies:-

- A agreement with an Educational Psychologist for 6 days support per year
- Access to local authority's Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks such as NAS, SENCO forum, and NASEN

10 The contact details of support services for the parents of students with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions

and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

*11 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living*

At Learning Opportunities we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This involves visits to host primary schools and transition days in the school.

We also contribute information to a students' onward destination by providing information to the next setting including colleges and specialist providers.

*12 Information on where the local authority's local offer is published.*

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should contact the school for support to gain the information they require.

**Next review on**

**September 2021**