

1. SCOPE

This Policy builds on HTAE core values and ethos, namely to raise attainment of every learner within the service. Our central belief is that every learner will have the opportunity to reach their full potential and have their individual needs catered for.

We believe that all learners should be valued equally. We will strive to eliminate prejudice and discrimination. We will work to develop an environment where all can flourish and feel safe.

The service is committed to Inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

2. AIMS

- To ensure that all learners have access to a broad and balanced curriculum in line with the Special Educational Needs and Disabilities (SEND) Code of Practice.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all learners requiring SEND provision as early as possible in their learning journey.
- To ensure that learners with additional needs and disabilities take as full as possible in all activities.
- To ensure that parents/carers of learners with SEND are kept fully informed of their progress and attainment when appropriate.
- To ensure that learners with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Legislation and Guidance

This policy and information is based on the statutory Special Educational and Disability (SEND) Code of Practice and the following legislation

Version: Version 1

Date: May 2021

Author: V Drax

Location: Document Control/Policies

Approved by: SMT

Approval date: 13 May 2021

Review: July 2022

Funded by



Education & Skills
Funding Agency



European Union
European
Social Fund

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for education, health care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreements

Definitions

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

They have a learning disability/difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of the 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 in mainstream schools

Roles and responsibilities

Responsibility for the coordination of SEND provision

The person responsible for overseeing the Hull Training and Adult Education (HTAE) provision for children with SEND is the Head of Service for HTAE.

The SENDCO and the Safeguarding and Learning Support Manager

They will:-

- Work with the Safeguarding and Learner Support Governor to determine the strategic development of the SEN policy and provision at HTAE.
- Have day to day responsibility for the operation of this SEN policy and the coordination to support individuals with SEN and those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure learners with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of HTAE delegated budget and other resources to meet learners needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with previous and potential next providers of education to ensure learners and their parents/carers are informed about options and smooth transition planned
- Work with the Head of Service and governing board to ensure that HTAE meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure HTAE keeps the records of all learners with SEN up to date

The Safeguarding and Learner Support Governor

The Governor will:

- Help to raise awareness of SEN issues at governing boards meetings
- Monitor the quality and effectiveness of SEN and disability provision within HTAE and update the governing board on this
- Work with the Assistant Head of Service and SENDCO to determine the strategic development of the SEN policy and provision within HTAE

The Head of Service

The Head of service will:

- Work with the senior managers and the Safeguarding and Learner Support Governor to determine the strategic development of the SEN policy and provision within HTAE.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability

Role of the Tutor

- Each class tutor is responsible for:
- The progress and development of every learner in their class
- Working closely with any learning mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each learner's progress and development and decide on any changes required
- Ensuring they follow this SEN policy and the services SEN procedures

3. OBJECTIVES

Identify the needs of learners with SEND as early as possible. This is most effectively done by gathering information from the learner, parents/carers, education including feeder schools, colleges and other educational agencies where appropriate, health and care services prior to the learner's entry into HTAE.

Monitor the progress of all learners in order to aid the identification and progress of learners with SEND. Continuous monitoring using assessment and progress data of learners with SEND by their subject tutors will help to ensure that they are able to reach their full potential. In addition to this further monitoring will be carried out by Senior Management Team (SMT), Executive Learning Group (ELG) and the Designated Safeguarding Lead (DSL) and the Learning Support worker/coach to support identification.

Make appropriate provision to overcome all barriers to learning and ensure learners

with SEND have full access to the Curriculum. This will be co-ordinated by the SENDCO and relevant manager/lead and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all learners are catered for using a graduated response.

Work with learners so they understand the SEND procedures and practices. Include parents/carers when appropriate.

Create an environment where learners feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between learners and their support worker and will be made easier by carefully monitoring the progress of all learners. Learner participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in other service activities e.g. membership of the learner fora.

Wider partnerships to enhance learner provision and support. These include collaborative working internally with the LA SEND Team, SENDIASS and Hull CCG.

The people responsible for overseeing the day to day provision for learners with SEND at HTAE is the SENDCO and the Safeguarding and Learning Support Manager.

The person responsible for monitoring the HTAE provision of education for learners with learners is the Transition Manager (Connexions).

Arrangements for coordinating SEND provision

The nominated SENDCO will hold details of all SEND support records such as action plans, support meetings and review documentation.

All staff can access:

- The HTAE SEN Policy
- HTAE EHCP protocol, including action plans, targets set and copies of their learner profile
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the HTAE IT system on current legislation and SEND provision, individual learners and their special needs and requirements
- Learner Support handbook for tutors

Information available through Hull SEND Local Offer; <https://hull.mylocaloffer.org>

4. PROCESS

Information is made accessible to all relevant staff and parents/carers in order to aid the effective co-ordination of the HTAE SEND provision. In this way, every relevant staff member will have complete and up-to-date information about all learners with special needs and their requirements which will enable them to provide for the individual needs of all learners. All staff are made aware of their responsibility for the management and protection of data, in particular the increased need regarding sensitive data in accordance with GDPR.

Admission arrangements

The admission arrangements for all learners are in accordance with national legislation, including the Equality Act 2010. This includes young people with any level of SEND; those with Education, Health and Care Plans and those without.

HTAE SENDCO will liaise SEN team to share information and aid transition for learners with SEND.

SEND provision

We have staff with experience in supporting learners with a wide range of needs including autistic spectrum conditions, communication and interaction, Asperger's syndrome, visual impairments, hearing impairments, physical disabilities, ADHD, Attachment disorder, anxiety, including anxiety related non-attendance, social, emotional and mental health difficulties, dyslexia and epilepsy.

Four broad areas of SEND

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

Facilities for learners with SEND

HTAE has a range of resources and facilities in place. These include:

- Flat entry points to buildings
- Ramped access
- Designated disabled toilet facilities
- Textured paving/carpets to support those with visual impairments
- Designated laptops to support individuals with writing difficulties and visual impairments
- Reading pens
- Dragon natural speaking, an assistive software programme for producing written work from speech
- Hearing Loops

- Additional resources will be supplied if the need to identified

Accessibility Plan

With the introduction of the Disability Discrimination Act (DDA 2005) there is a duty to promote disability equality. This has been strengthened by the Equality Act 2010.

This involves a plan that describes how the service intends to improve access to learning for learners who have disabilities. It is our intention to:

- improve access to the physical environment
- improve access to the curriculum
- improve how we provide information, in a range of formats, for learners with disabilities

There is a statutory requirement to identify those learners who have a disability. The Equality Act states that someone is disabled if 'they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

See also <https://hull.mylocaloffer.org/s4s/WhereILive/>

Allocation of resources for learners with SEND

All learners with SEND will have access to the HTAE learner support budget. Funding is used to support individual learners with interventions relevant to their needs. Interventions can be 1:1 or in small groups as appropriate.

Allocation of resources is determined by the level of needs of the learners and is made in conjunction with the service, Senior Leadership, the SENDCO and other relevant professionals.

Identification of learner needs

We will identify need by:-

- Any learners who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by the curriculum area.
- Once a learner has been identified as possibly having SEND they will be closely monitored by SENDCO and the curriculum manager in order to gauge their level of learning and possible difficulties.
- The learner's tutor will take steps to provide differentiated learning opportunities that will aid the learner's academic progression and enable the tutor to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the learner in class.

- Through (b) and (d) it can be determined which level of provision the learner will need going forward.
- If a learner has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- Learners will be informed of their progress and the circumstances that they are being monitored.
- The learner is formally recorded by HTAE as being under observation due to concern by parent or tutor but this does not place the child on the HTAE SEND list. The learner who will be offered support might be accompanied by a parent, advocate or other supporter.
- Learner progress meetings are used to monitor and assess the progress being made by the learner, tutor and SENDCO. The frequency of these meetings is dependent on the individual learner's needs and progress being made

Where it is determined that a learner does have SEND, parents/carers if appropriate will be formally advised of this and the decision will be added to the learner's records. The aim of formally identifying a learner with SEND is to help HTAE ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the learner grows. This cycle enables the identification of those interventions, which are the most effective in supporting the learner to achieve good progress and outcomes.

Assess

This involves clearly analysing the learner's needs using the subject tutor's assessment and experience of working with the learner, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers.

The learner's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the HTAE information and assessment data on how the learner is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate.

Plan

Where it is decided to provide SEN support, the tutor and the SENDCO should agree, the interventions and support to be in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the learner. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by staff with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do

The subject tutor remains responsible for working with the learner on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject tutor. They will work closely with learning mentors and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the learner's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the learner.

The subject tutor, in conjunction with the SENDCO will revise the support and outcomes based on the learner's progress and development making any necessary amendments going forward.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of HTAE provision for learners with SEN by:

- Reviewing learners individual progress towards their goals each term
- Reviewing the impact of interventions on a weekly basis
- By listening to learner voice
- Monitoring by internal monitoring procedures.

Procedures

- Keeping staff fully informed of the special educational needs of any learners in their charge including sharing progress reports, medical reports and tutor feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. HTAE staff should be up to date with teaching methods, which will aid the progress of all learners including those with SEND.
- Reviewing annually in consultation with SMT and curriculum leaders the exam courses available and offered to individuals and groups to ensure they are appropriate and accessible.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

- Using and reviewing relevant and appropriate interventions to narrow the gaps in literacy and numeracy skills for SEND learners.
- Making sure that individual or group tuition is available where it is felt that learners would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching.
- Setting appropriate individual targets that motivate learners to do their best, and celebrating achievements at all levels.

Referral for an Education, Health and Care Plan

If a young person has lifelong or significant difficulties they may undergo a Statutory Assessment Process which must be agreed with the learner and HTAE through direct consultation and the completion of the EHCP Guidance checklist.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Tutors
- SENDCO
- Educational Psychology and other relevant educational agencies
- Social Care
- Health professionals
- CPOMs
- Employers

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: "SEND Local Offer" website called Local Offer Hull or by contacting the Assessment Team as part of the Integrated Children's Disability Service on: 01482 300 300

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, if it is agreed to issue an EHC Plan this will be written by the local authority in which the learner is a resident, so for those learners with a Hull address this will be issued by Hull City Council. HTAE will be involved in developing and producing the plan.
- Learners have the right to appeal against the content of the EHC Plan. They may

also appeal against the setting named in the Plan if it differs from their preferred choice.

- Once the EHC Plan has been completed and agreed, it will be kept as part of the learner's formal record and reviewed at least annually by staff, parents/carers and the learner. The annual review enables provision for the learner to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- Access to the curriculum, information and associated services

Learners with SEND will be given access to the curriculum through the specialist SEND provision provided by HTAE as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate learners with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents/carers/external agencies for other flexible arrangements to be made.

Inclusion of learner's with SEND

The Head of Service oversees the policy for inclusion and is responsible for ensuring that it is implemented effectively. HTAE curriculum is regularly reviewed by the Senior Leadership Team together with the SENDCO to ensure that it promotes the inclusion of all learners. This includes learning outside the classroom. HTAE will seek advice, as appropriate, around individual learners, from external support services through meetings with the SEND team.

External Support agencies can include:

- Educational psychologists
- Medical staff, including Healthy families team practitioners, GP, Paediatrician, CAMHS
- Speech therapists
- Physiotherapists
- Occupational Therapy
- Social Care
- Early help
- IPaSS (integrated Physical and Sensory Service)
- Connexions
- SEN case workers

Evaluating the success of provision

We evaluate the effectiveness of provision within HTAE for learners with SEN by:

- Reviewing the learners individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using learner questionnaires
- Monitoring by staff working with the learner
- Holding annual reviews for learners with EHC plans

Complaints procedure

The services complaints procedure is outlined in the Complaints Policy, which is available from reception, on request. We are always happy to talk to parents/carers and carers and to listen to any concerns they may have. We operate an 'open door policy' and can be contacted at any time should a concern arise. Parents/carers may speak to their child's tutor, or SENDCO or directly to members of the Senior Leadership Team. We will always do our best to resolve any issues that are raised.

The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents/carers as required.

In service training (CPD)

We aim to keep all HTAE staff up to date with relevant training and developments in teaching practice in relation to the needs of learners with SEND.

HTAE offers all staff CPD opportunities and an annual programme of wider training across all phases of education.

The SENDCO attends relevant SEND courses, SEND meetings and facilitates/signposts appropriate SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCO with the senior leadership team, ensures that training opportunities are matched to HTAE development priorities and those identified through the use of provision management.

Links to support services

HTAE continues to build strong working relationships and links with external support services in order to fully support our Learners with SEND and aid HTAE inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within HTAE. Any one of the support services may raise concerns about a learner. This will then be brought to the attention of the SENDCO who will then inform appropriate agencies.

The following services will be involved as and when is necessary:

- Educational psychologists.
- Medical staff, including Healthy Families, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy.
- Social Care.

Various other external agencies including Case Workers within SEN

Connexions

Working in partnerships with parents/carers

HTAE firmly believes that developing a close working relationship with parents/carers where appropriate.

Parents/carers are able to access information about their child if the child is unable to act on their own behalf, or if the child has given consent to the parent/carer. (GDPR 2018)

HTAE recognises that parents/carers have a unique overview of their young person's needs and how best to support them, and that this gives them a key role in the partnership. HTAE considers parents/carers of learners with SEND as valued partners in the process. Depending on age and appropriateness, learners will also be encouraged to participate in the decision-making processes affecting them. Parents/carers are kept up to date with their child's progress through meetings.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual learner's needs. The SENDCO may also signpost parents/carers of learner's with SENDS to Connexions where specific advice, guidance and support may be required.

If an assessment or referral indicates that a learner has additional learning needs the parents/carer and the learner will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child/carer, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The HTAE Safeguarding and Learning Support Manager may be contacted at any time in relation to SEND matters.

Links with other agencies and voluntary organisations

HTAE invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Designated Safeguarding Lead and LAC Co-ordinator is responsible for liaising with Social Services. The SENDCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- IPaSS.
- Communication and Interaction Team
- Health Related Education Team
- Specialist Outreach Services
- Connexions
- SEN Case workers

In cases where a child is under observation or a cause for concern, HTAE

safeguarding procedures will be followed.

The local authority offer:

Our contribution to the local offer is described in this policy
Our local authority's offer is published here: "SEND Local Offer" website called Local Offer Hull

4. LINKS TO OTHER POLICIES AND DOCUMENTS

Links with other policies and documents

- HTAE Code of Conduct Policy
- HTAE Safeguarding Policies (Children and Adults)
- Children and Families Act 2014
- Education Act 2011
- Equality Act 2010 Advice for Schools
- First-tier Tribunal (Special Educational Needs and Disability)
- Office for Standards in Education (Ofsted)
- Pathfinder information packs
- Special Educational Needs (Personal Budgets) Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Children Act 1989 Guidance and Regulations Volume 2 (Care Planning, Placement and Case Review)
- Children Act 1989 Guidance and Regulations Volume 3 (Planning Transition to Adulthood for Care Leavers)
- Mental Capacity Act (2005)
- Reasonable adjustments for disabled students as defined in the Equality Act 2010 2012:
- Supporting pupils at school with medical conditions (DfE guidance)
- Send code of practice 0-25 (Gov.UK)
- Working Together to Safeguard Children (H M Government July 2018)
- Keeping Children Safe in Education (DfE KCSinE Sept 2021)
- Information sharing (HM Government July 2018)

Principles

- Contact a Family
- National Network of Parent Carer Forums
- School Admissions Code of Practice (NNPCF)
- Convention on the Rights of Persons with Disabilities
- United Nations Convention on the Rights of the Child (UNCRC)

Authorised to sign on behalf of The Council



2/11/21

Head of Service

.....Date.....
Sharon Gamble