



## **Prudentia Education**

### **Special Educational Needs & Disability (SEND) Policy**

#### **Policy Context**

Prudentia Education is an educational setting for learners aged 12-16. Many of our learners have challenging behaviour and additional needs. We will always endeavour to make reasonable adjustments to enable staff and learners who have a disability or other additional needs to play a full part in the life of the setting subject to Risk Assessments, when required.

Some of our learners have additional needs such as ADHD, ASD, ODD, Conduct disorders, Speech and Language disorders and /or learning difficulties. Our learners with more complex needs attend on a part time basis, referred by schools who have their own designated SENCO's to support these learners. The referral school's SENCO has lead responsibility to work with the Prudentia Education SEND Leads to ensure best fit of provision and support.

#### **Definition of Special Educational Needs**

Learners have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Learners have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in settings within the area of the local education authority
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEND policy details how this setting will do its best to ensure that the necessary provision is made for any learner who has special educational needs and those needs are made known to all who are likely to teach them. The setting will use

its best endeavours to ensure that teachers in the setting are able to identify and provide for those learners who have special educational needs to allow learners with special educational needs join in the activities of the setting together with learners who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the learners with whom they are educated.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. However, if parents feel that they would like external advice or support, there are many services on offer including SENDIASS, LivPaC and ADDvanced Solutions.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Identification, Assessment and Provision**

Provision for learners with special educational needs is a matter for the setting as a whole. In addition to the Management Committee and Principal, Head of Education and SENCO who act as SEND leads at Prudentia Education the school's learning support staff, and all other members of staff have important responsibilities.

#### ***All teachers are teachers of learners with special educational needs.***

Teaching such learners is a whole-setting responsibility, requiring a whole-setting response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the learners.

If a learner is known to have special educational needs when they arrive at the setting, the SEND Leads, Literacy and Numeracy Tutors and pastoral staff will:

- use information from the previous or additional current setting to provide an appropriate curriculum for the learner and focus attention on action to support the learner within the class
- ensure that ongoing observation and assessment provides feedback about learner's achievements to inform future planning of the learner's learning
- ensure opportunities for the learner to show what they know, understand and can do through the pastoral programme

- involve the learner in planning and agreeing targets to meet their needs
- involve parents in developing a joint learning approach at home and in education.

### **Early Identification**

Assessment is a continuing process that can identify learners who may have special educational needs. The setting will measure children's progress by referring to:

- information provided by the referral school or LA SENCO
- standardised screening or assessment tools
- evidence from teacher observation and assessment
- their performance against the level descriptions within the National Curriculum at the end of a key stage

### **English as an additional language**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the setting will look carefully at all aspects of a learner's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

### **The role of the SEN Leads**

The Principal, Head of Education and SENCo (SEND Leads) plays a key role in helping to determine the strategic development of the SEND policy and provision in the setting to raise the achievement of learners with SEND. The key responsibilities of the SEND Leads may include:

- overseeing the day-to-day operation of the setting's SEND policy
- liaising with and advising Tutors and learning support assistants
- coordinating provision for learners with special educational needs
- overseeing the records on all learners with special educational needs
- liaising with parents of learners with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational services, Career Connect PA, health and social care services and other support agencies

### **Monitoring learner progress**

Tutors may conclude that the strategies they are currently using with a learner are not resulting in the learner learning as effectively as possible. In these circumstances, they will consult the SEND Lead to consider what else might be done.

The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the learner requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the learner through agreed actions to facilitate progress to be made, such as:

- Matching or improving the learner's previous rate of progress
- Ensuring access to the full curriculum
- Demonstrating an improvement in self-help, social or personal skills
- Demonstrating improvements in the learner's behaviour
- Achieving appropriate accreditation
- Successful participation in further education, training and/or employment.

### **Agreeing Action**

When a learner is identified as having special educational needs, setting will provide interventions that are additional to or different from those provided as part of the setting's usual differentiated curriculum. This intervention will be described as Agreeing Action.

The triggers for intervention through Agreeing Action could be concern, underpinned by evidence, about a learner who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a learner's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If staff conclude, after consulting parents, that a learner may need further support to help them progress, they will consider their reasons for concern alongside any information about the learner already available to the setting. The SEND leads will liaise with school SENCO officers and agencies to support the assessment of the learner, assisting in planning future support for the learner in discussion with colleagues and monitoring the action taken. The learner's subject and pastoral staff will remain responsible for working with the learner and for planning and delivering an individualised programme.

Interventions needed may include:

- providing different learning materials or special equipment
- introducing group or individual support.

- to undertake staff development and training aimed at introducing more effective strategies.
- access to LA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies.

### Individual Learning Plans (ILP)

Strategies employed to enable the learner to progress should be recorded within their termly Individual Learning Plan (ILP) and include information about:-

- the short-term targets set for or by the learner
- the teaching strategies to be used
- the provision to be put in place
- outcomes achieved

### Education Health Care Plan (EHC)

If a child has been assessed as needing a EHC plan, the SEND Lead will work with the referral school SENCO, LA SENCO and other professionals to contribute to the creation of the EHC plan. This will be reviewed annually with the team of professionals and also with the learner and parents / carers.

### What is the local offer?

Every local authority must publish a Local Offer that describes what provision it expects to be available for children and young people (aged 0-25) with special educational needs and disabilities. It must include information about education, health and social care provision and services. The Local Offer should make information easy to understand, up to date and clear. The Local Offer includes information on:

- how an [EHC](#) assessment can be requested
- how a child or young person's needs are identified and assessed
- post-16 education and training provision
- arrangements for transport and travel
- preparing for adulthood
- leisure activities
- where to find information, advice and support
- resolving disagreements

You can find the Local Offer for Liverpool on the Early Help Directory at [ehd.liverpool.gov.uk](http://ehd.liverpool.gov.uk)

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