

# **SEND (Special Educational Needs and Disabilities) Policy**

**Updated: August 2024**

**Updated by: Amy Ginnetta**

**Approved by: Graham Chambers**

## Contents

<a href="#">Scope of Policy</a> .....	3
<a href="#">Definition of SEND</a> .....	3
<a href="#">Definition of disability</a> .....	3
<a href="#">1. The kinds of special educational need for which provision is made at the school</a> ...	3
<a href="#">2. Information about the policy for identification and assessment of pupils with SEND</a>	4
<a href="#">3a) How the provider evaluates the effectiveness of its provision for such pupils</a> .....	5
<a href="#">3b) The provision's arrangements for assessing and reviewing the progress of pupils with special educational needs</a> .....	5
<a href="#">3c) The provider's approach to teaching pupils with special educational needs</a> .....	5
<a href="#">3d) How the school adapts the curriculum and learning environment for pupils with special educational needs</a> .....	6
<a href="#">3e) Additional support for learning that is available to pupils with special educational needs</a> .....	6
<a href="#">3f) How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs</a> .....	6
<a href="#">3g) Support that is available for improving the emotional and social development of pupils with special educational needs</a> .....	6
<a href="#">4. The name and contact details of the SEND Co-ordinator</a> .....	7
<a href="#">5. 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</a> .....	7
<a href="#">6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</a> .....	7
<a href="#">7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education</a> .....	7
<a href="#">8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</a> .....	7
<a href="#">9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</a> .....	8
<a href="#">10. Information on where the local authority's local offer is published</a> .....	8
<a href="#">APPENDIX 1 – SEND Concern Form to Schools</a> .....	8
<a href="#">APPENDIX 2- Pupil Passport Template</a> .....	13
<a href="#">Appendix 3: Useful links to SEND information</a> .....	14

## Scope of Policy

Triple Skillz is an alternative provision setting providing education for secondary age pupils at risk of exclusion from mainstream school. Pupils are on part time placements in our setting commissioned directly by their home school or by one of the Leicestershire Partnerships.

We recognise the importance of having a SEND policy as the majority of our pupils have diagnosed or unidentified SEND needs and it is important that staff know how to identify and support a range of needs in setting.

We also recognise the need for joint working with the SENDCo in the home school for our pupils as they are accountable to the SEND Code of Practice; placements with us should be evidenced as part of the Graduated Response to meeting the needs of SEND pupils.

## Definition of SEND

A child or young person has SEND 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. SEND Code of Practice (2015, p 15)

## Definition of disability

Many children and young people who have SEND 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' SEND Code of Practice (2015, p16)

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

All pupils at Triple Skillz will have a SEND need of SEMH due to the fact that they are now in alternative provision. Many pupils at Triple Skillz will also have an additional range of need(s) which can also act as barriers to learning and we acknowledge the importance of joint working with the home school SENDCo to ensure that we share information that may help to identify and unmet SEND needs (see Appendix 1).

Triple Skillz can make provision for every kind of frequently occurring special educational need for pupils without an Education, Health and Care Plan (EHCP) - for instance learning difficulties, specific learning difficulties such as dyslexia and dyspraxia, speech and language needs, autistic spectrum disorders, ADHD and ODD, attachment disorder, trauma related behaviour.

There are other kinds of special educational need which do not occur as frequently and with which Triple Skillz is less familiar, but we can access training and advice so that these kinds of needs can be met.

Where Triple Skillz works with SEND pupils who have an EHC plan, we agree with the commissioning school at the point of referral how we will work to meet the targets on the plan and we will be actively involved in providing feedback for the review of targets with the family, pupil and school. Where a pupil with an EHC plan is referred to us via a Partnership, we will work actively with the Partnership to provide the same information so that they can liaise with the school SENDCo.

## 2. Information about the policy for identification and assessment of pupils with SEND

All pupils attending Triple Skillz will have been receiving SEND support from their mainstream schools, over and above that provided by high quality teaching that is differentiated and personalised. Following discussion at the Inclusion Forum, or as part of the In Year Fair Access protocol, a referral to Triple Skillz is made and the primary area of need for SEND Support is listed as social, emotional and mental health (SEMH).

All pupils attending Triple Skillz will have been identified as being at risk of permanent exclusion or may have been permanently excluded.

Although all pupils would have been assessed in their home schools, we also use a range of assessments with all the pupils on entry to the service, such as reading and spelling assessments. We also work closely with the home school in relation to their SEMH need. Depending on progress, even if a special educational need has not been identified then the SENDCO/teachers will assess at other points during the pupils' time at Triple Skillz. Where further intervention is required, we provide additional support via teaching assistants, this support may include in class support, small group teaching or individualised support for identified pupils.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. Where necessary the support from an Educational Psychologist via the home school would be requested, who is able to use a range of specific cognitive assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is 'additional to and different from' what is normally available.

If the pupil is able to make good progress using this 'additional to and different from' resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will

not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This will be done via a Pupil Passport which will outline the needs of the pupil and the suggested strategies in place (see Appendix 2).

### 3a) How the provider evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, 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 pupils with or without 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.

### 3b) The provision's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil at Triple Skillz has their academic progress tracked six times per year and in addition to this, pupils may need more assessments in reading, spelling etc; this will depend on length of stay and need. We will use the SEND Concern form (Appendix 1) and our regular feedback meetings with schools to flag up the need for an assessments outside of that which we can administer.

If these assessments do not show adequate progress is being made, the personalised support plan will be reviewed and adjusted.

### 3c) The provider's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Providers should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*

### 3d) How the school adapts the curriculum and learning environment for pupils with special educational needs

Triple Skillz we incorporate the advice provided on admission and as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

The learning environment at Triple Skillz is based upon small teaching groups, with all lessons staffed by both a teacher and a teaching assistant. We use a pupil centred, supported approach to all aspects of our work and are able to adapt aspects of the curriculum or its delivery and the learning environment to individual needs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Provision Lead frequently reviews and update the curriculum offer.

### 3e) Additional support for learning that is available to pupils with special educational needs

Our funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required.

All pupils at Triple Skillz are on the role of a mainstream school and Triple Skillz can have access to additional resources from an individual pupil's mainstream school whilst they are with us.

### 3f) How the school enables pupils 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 pupils at Triple Skillz are available to pupils with special educational needs either with or without an Education, Health and Care Plan. 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 pupil in the activity. A risk assessment for the trip and individual student/pupil is carried out prior to the trip to further ensure safety.

### 3g) Support that is available for improving the emotional and social development of pupils with special educational needs

At Triple Skillz we understand that an important feature of the provision is to enable all pupils to develop emotional resilience and social skills, both through direct teaching through the PSHE tutor time programme, careers' lessons and indirectly with every conversation adult have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide mentor time, some pupils may also access additional individual or family support through an Early Help Needs referral or through external referral CAHMs. We also offer time-out space for pupil to use when upset or agitated etc.

Pupils 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 pupils who do not need this support.

#### 4. The name and contact details of the SEND Co-ordinator

Triple Skillz does not have a SENDCO in their staffing structure.

#### 5. 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

Between them, staff at Triple Skillz have a wide range of experience in working with pupils with a range of SEND.

#### *Training includes but is no exclusive to:*

Recognising and supporting students with ADHD  
Teaching and supporting students with Dyslexia.  
Understanding and managing behaviour of pupils with SEND

#### 6. 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 provider does not have, we will purchase it or seek it by loan.

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

At Triple Skillz we believe in the participation of parents/carers in all aspects of their child's education, including that made for their special educational needs. Staff make regular phone calls/send text messages to parents/carers and parents/carers and are encouraged to phone to discuss their child or to arrange meetings outside these times. Form tutors, subject staff, the welfare staff team and re-integration staff make regular contact with parents/carers and for some pupils this will be on a daily basis.

Where adequate progress is not seen, we will contact parents to discuss the use of alternative strategies or further internal or external assessments which will help us to address these needs better. Parents will be actively supported to contribute to assessment, planning and review and to keep in contact with the home school SENDCo.

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

Person-centred planning is at the heart of all we do at Triple Skillz. Pupils at Triple Skillz are encouraged to take a full part in all aspects of their education, including those related to their special educational needs. Pupils at Triple Skillz are routinely consulted about and involved in any arrangements made for them, for example, informally

through discussion with form or subject teachers or the welfare team, through daily and weekly reviews and more formally through attendance at all review meetings. Such consultation may be initiated by pupils themselves, parent(s)/carer(s) or staff from the provision.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The governing body at Triple Skillz and our Complaints Policy can be found here: [link](#). The normal arrangements for the treatment of complaints at Triple Skillz are used for complaints about provision made for special educational needs.

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

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Parents can also seek advice from SEND IASS:

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/send-information-advice-and-support-service-sendias>

#### APPENDIX 1 – SEND Concern Form to Schools

Our expectation is that Triple Skillz will send this form to the base school to trigger further action and signposting for assessment as part of the school's SEND policy.

#### **SEND Concern Form**

Date:

Pupil:

Year:      School:

Referrer:

Concerns (summary):

**Checklists** (tick or highlight as appropriate to indicate what has been tried or observed):

**Cognition and Learning:** *eg slow rate of progress, slow processing*



### Curriculum Content:

- The curriculum is individually differentiated in some areas to meet need
- Teaching plans include how child/young person's needs are being addressed and how progress will be monitored.
- Individual learning outcomes in some areas.
- Adequate intellectual challenge and stimulation in all lessons (this is particularly relevant for children/young people with higher cognitive skills and lower literacy skills)

### Curriculum Delivery:

- Pre-tutoring of useful vocabulary and key concepts.
- Regular reinforcement of instructions.
- Personalised feedback given on learning – both teacher led or peer-led.
  
- Flexibility within the timetable to allow for interventions to be implemented
  
- Assisted technology.

### Classroom resources:

- Teaching assistants used to complement the teacher's planning and delivery, the teacher remains accountable for the child/young person's learning at all times
- Resources to assist with accessing the content of the lesson such as Reading pens or a reader.
- Resources to assist with recording work such as a scribe, IT, dictaphone, talking tins.

### Staff Knowledge and Understanding:

- Teachers are regularly involved with intervention planning with the SENDCo and time is put aside for this.
- Teachers are offered relevant training sessions to increase skills and knowledge to support interventions.

**Communication and Interaction** eg difficulty sharing what is wrong, aggression, frustration, difficulty following verbal instructions, poor social communication with peers, friendship problems

<b>I CAN Checklist:</b>	
<b><u>What to expect between the ages of 11 and 14</u></b>	
<b>At this stage children will:</b>	<b>Problem with this?</b>
Use longer sentences; usually 7-12 words or more	
Build their sentences using a range of conjunctions or joining words, such as 'meanwhile', 'however', 'except' so that they can convey complex ideas	
Know how to use sarcasm. Know when others are being sarcastic to them	
Be able to change topic well in conversations	
Use more subtle and witty humour	
Show some understanding of idioms, such as "put your money where your mouth is!"	
Know that they talk differently to friends than to teachers and be able to adjust this easily	

<i>Understand and use slang terms with friends. They keep up with rapidly changing 'street talk'.</i>	
<b>What to expect between 14-17 years</b>	
<i>As they get older, young people can:</i>	
<i>Follow complicated instructions</i>	
<i>Know when they haven't understood. They will ask to be told again or have something specific explained</i>	
<i>Easily swap between 'classroom' talk and 'break-time' talk</i>	
<i>Tell long and very complicated stories.</i>	
<b>Things to Look Out For</b>	
<i>At this stage, children should have well-developed speech, language and communication skills. At this age, a child might have delayed language if they:</i>	Seen?
<i>Have difficulty giving specific answers or explanations</i>	
<i>Have difficulty sequencing their ideas in the right order</i>	
<i>Are better at understanding individual instructions than group instructions</i>	
<i>Find it difficult to understand language where the meaning isn't clearly stated e.g. be able to infer that someone wants to close the window or turn up the heating when they say 'It's a bit chilly in here!'</i>	
<i>Find long and complicated instructions hard to understand</i>	
<i>Have trouble learning new words</i>	
<i>Take a long time to organise what they are going to say or write</i>	
<i>Take things too literally. For example, "I'll be back in a minute"</i>	
<i>Have difficulty taking turns in conversations</i>	
<i>Talk to teachers and friends in the same way.</i>	

**Social Emotional Mental Health** eg self-regulation problems, engagement problems, mood swings

**Strategies in use (highlight):**

- Additional contact and interaction with adults, e.g. meet and greet and regular checking-in times
- Additional verbal and visual prompts
- Additional reinforcement and praise for desired behaviour, including any structured reward systems that are developed with the child/young person
  
- Additional structured activities at unstructured times, e.g. at playtime and lunchtime if this is when there are concerns
- Mentoring
- Daily home-school communication and support for the family, if required
- Small group social skills work
- Lunchtime clubs
- The use of visual structures to support classroom routines, eg visual timetable and other symbols/photos, choice boards, 'Now/Then' cards
- Activity boxes

- o Emotion coaching scripts

The use of strategies to support concentration, such as:

- o wobble cushions
- o weighted cushions
- o egg timers
- o low arousal table
- o movement breaks

**Sensory Needs** eg over or under stimulation, sensation seeking in the classroom, sensory processing disorder

- Being **sensitive** to sensory information (over-responding or hyper-responsive)
- Being **slow to notice** or being oblivious to sensory information (under-responding or hypo-response)
- Looking for **more** sensory information (sensory seeking or craving)
- Finding it **difficult to plan** and organise their movement (**dyspraxia**)
- Having **poor balance** and being clumsy (poor postural control)
- Having **poor awareness** of the qualities of sensory information (discrimination)

**Autism pathway** diagnostic criteria observed in setting (highlight):

Social interaction and reciprocal communication behaviours

### Spoken language

- Spoken language may be unusual in several ways:
  - o very limited use
  - o monotonous tone
  - o repetitive speech, frequent use of stereotyped (learnt) phrases, content dominated by excessive information on topics of own interest
  - o talking 'at' others rather than sharing a two-way conversation
  - o responses to others can seem rude or inappropriate.

### Interacting with others

- Reduced or absent awareness of personal space, or unusually intolerant of people entering their personal space.
- Long-standing difficulties in reciprocal social communication and interaction: few close friends or reciprocal relationships.
- Reduced or absent understanding of friendship; often an unsuccessful desire to have friends (although may find it easier with adults or younger children).
- Social isolation and apparent preference for aloneness.
- Reduced or absent greeting and farewell behaviours.
- Lack of awareness and understanding of socially expected behaviour.
- Problems losing at games, turn-taking and understanding 'changing the rules'.
- May appear unaware or uninterested in what other young people his or her age are interested in.

- Unable to adapt style of communication to social situations, for example, may be overly formal or inappropriately familiar.
- Subtle difficulties in understanding other's intentions; may take things literally and misunderstand sarcasm or metaphor.
- Makes comments without awareness of social niceties or hierarchies.
- Unusually negative response to the requests of others (demand avoidant behaviour).

### **Eye contact, pointing and other gestures**

- Poorly integrated gestures, facial expressions, body orientation, eye contact (looking at people's eyes when speaking) assuming adequate vision, and spoken language used in social communication.

### **Ideas and imagination**

- History of a lack of flexible social imaginative play and creativity, although scenes seen on visual media (for example, television) may be re-enacted.

### **Unusual or restricted interests and/or rigid and repetitive behaviours**

- Repetitive 'stereotypical' movements such as hand flapping, body rocking while standing, spinning, finger flicking.
- Preference for highly specific interests or hobbies.
- A strong adherence to rules or fairness that leads to argument.
- Highly repetitive behaviours or rituals that negatively affect the young person's daily activities.
- Excessive emotional distress at what seems trivial to others, for example change in routine.
- Dislike of change, which often leads to anxiety or other forms of distress including aggression.
- Over or under reaction to sensory stimuli, for example textures, sounds, smells.
- Excessive reaction to taste, smell, texture or appearance of food and/or extreme food fads.

### **Other factors that may support a concern about autism**

- Unusual profile of skills and deficits (for example, social or motor coordination skills poorly developed, while particular areas of knowledge, reading or vocabulary skills are advanced for chronological or mental age).
- Social and emotional development more immature than other areas of development, excessive trusting (naivety), lack of common sense, less independent than peers.

APPENDIX 2- Pupil Passport Template

**Pupil Passport**

**Pupil Passport:**

Things I like:		
Things I am good at:		
Things that I don't like:		
Things that I need support with:		
Things that I am worried about:		
<b>SEND APDR</b>	<b>SMART Target</b> <i>(from EHCP if pupil has one)</i>	<b>Strategies:</b>
IEP 6 wk Target 1 Literacy focus		
IEP 6 wk Target 2 Numeracy focus		
IEP 6 wk Target 3 SEMH focus		

**SEND Notes:**

**SEND SUPPORT/ EHCNA/EHCP** *(delete as appropriate)*

**Primary area of need:**

### Appendix 3: Useful links to SEND information

[SEND Code of Practice](#)

[Leicestershire SEND Support Handbook](#)

[Beacon Support SEND Cheat Sheets](#)

[NASEN SEND Handbook](#)