



Special Educational Needs and Disability (SEN/D) Policy and SEN/D Information Report

This Policy includes the processes identified to respond to learners with SEN/D and also meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEN/D Code of Practice 0 – 25 (January 2015; updated April 2020)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014; updated 2020)
- Alternative Provision for Young People with Special Educational Needs LGA Research Programme.
- The National Curriculum in England framework document (September 2013; updated July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN policies for London Borough of Lewisham

This policy has been created by EMLM's Special Educational Needs Coordinator (SENCo) in liaison with the Trustees, Leadership Team, all staff and parents of learners with SEND in 2017 and amended by the new SENCo in March 2022.

EMLM's SENCo is Magdalena Buk who oversees SEN/D provision within EMLM.

Section 1: Statement of Principle

As an Independent School and Alternative Provision, we believe that all learners have the right to achieve their maximum social and academic potential. The SEN/D policy for EMLM seeks to promote this by providing equality of access and opportunity to all areas of the Provision. Learners are taught in an environment where they receive equal respect and in which their individuality is valued. At EMLM we believe that all learners have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure all learners make good progress.

Section 2: AIMS

The aims of our SEND policy and practice in this provision are:

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and develop in confidence and self-esteem.
- To ensure that learners with SEND engage and feel included in the available activities.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement(<https://www.gov.uk/government/collections/national-curriculum>)
- To use our best endeavours to secure special educational provision for learners for whom this is required, that is "*additional to and different from*" that provided within the differentiated curriculum, to better respond to the broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and physical
- To listen to and include parent/carers' and learners' views, in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet learners' need, through well-targeted Continuing Professional Development (CPD).
- To support learners with medical conditions to achieve full inclusion in all activities offered by the school, ensuring consultation with health and social care professionals in order to meet the medical needs of learner.
- To work in cooperative and productive partnership with Referring school, the Local Authority including the Virtual School and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We aim to provide outstanding provision as exemplified by the following features.

Characteristics and ethos of the provision:

The ethos of EMLM for learners with SEN focuses on their individual needs and interests and their achievement of realistic and meaningful outcomes. We aim to ensure parity in the quality of provision available to learners with SEN, compared to other groups of learners. The ambience and environment are conducive to meeting the needs of a wide range of SEN/D needs. The sites used by EMLM are spacious and quiet with lots of natural light. The timetable is bespoke and designed to utilise facilities that cater for learners that require rest and movement breaks. Group size is small and 1:1 is frequently used.

Our staff are qualified and highly experienced at working with learners with a range of Special Educational Needs and Behavioural Difficulties.

•The composition of the school and Alternative Provision offers: The provision offered by EMLM fits appropriately with, and supports, all learners' educational entitlement; we reflect the learning capacity and capabilities of individuals and incorporate each learner's strengths and interests.

•The nature and content of the school: EMLM aims to provide a bespoke combination of subject learning and functional skills; vocational learning; and personal and social

development. Our combination of core subject teaching, Science and ICT, coupled with sensory integration and PSHE programs and extra- curricular offer, provides a broad provision for learners with Special Educational Needs that aims to ensure a learner's individual needs can be met on site.

•Relationships, joint working and information exchange:

EMLM retains close links with referring schools, specialist settings and PRU's to ensure that learners receive required support. From the detailed referral form and initial school visits to close liaison with the feeder provision as well as families is seen as of paramount importance.

We provide weekly attendance, behaviour and attainment reports that are sent to the host provision and careful joint planning is undertaken for reintegration back into the school or to another provider.

EMLM is committed to working closely with the families of children with SEN. Parents, guardians and carers responsible for the children who attend the provision will be respected and valued as partners and communicated and consulted with on a regular basis. They will be fully involved in their child's education, attendance issues and behaviour management.

EMLM retains very strong links with the Local Authority via the Virtual School and other professionals where appropriate. This ensures close monitoring and evaluation of the placement and for the progress of the learner to inform next steps.

SECTION 3: Identifying Special Educational Needs

What are special educational needs (SEN) or a disability?

EMLM bases its provision on the definition for SEN and for disability from the SEN/D Code of Practice (2014). This state:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Identification of special educational needs (SEN)

As an Independent School and Alternative Provision, EMLM is in itself 'additional to or different to' a mainstream setting, however not all learners will be automatically regarded as having SEN/D. EMLM recognises that every behaviour is a form of communication, and we aim to investigate further any possible additional needs.

We recognise the importance of early identification and aim to identify learners' special needs as early as possible. The referral form from the learners' usual placement allows for significant detail about the assessments and results of diagnostic tools that have been used to identify needs.

A learner will be added to the SEN/D register if:

- They were on the SEN register at their usual placement.
- They have an Education, Health and Care Plan (EHCP)
- If the SENCO or other link professional has identified the learner as having additional needs.

EMLM recognizes that the below factors could be of importance and require further investigation to identify SEND or need for additional support:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make expected progress
- Recognized SEMH Needs
- Attendance
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child that is 'Looked After' (CLA)
- Being a child of Service personnel

The skills and levels of attainment of all learners are assessed on entry to the provision, building on information from their feeder setting. The purpose of identification is to work out what action EMLM needs to take. As part of this process the needs of the whole learner are considered, not just the special educational needs of the learner.

Section 4: SEN/D Support

All staff are responsible and accountable for the progress and development of all the learners in the provision.

EMLM offers a wide variety of pastoral support for learners. These include:

- An evaluated PHSE curriculum that aims to provide learners with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- 1:1 mentoring support
- Individual and small group, evidence-led interventions. This aims to improve interaction skills, emotional resilience and well-being.

Due to the nature of the school, it may be considered that all learners receive intervention that is 'additional or different' to that provided for their mainstream peers, however EMLM

recognises that not all learners referred to the provision will have identified or latent special educational needs. Therefore, the level of interventions for learners with special educational needs is perhaps best understood using graduated, waved model.

Wave one - Universal provision - available for learners

Examples:

- All learners are given a bespoke personalised learning programme using the online Apricot learning programme.
- All learners to have access to a mentor.
- All learners will have a Risk Assessment Plan based upon the referral information received before arrival.
- All learners have tutorials which focus on personal social health and emotional literacy.
- Baseline Language and Literacy assessment
- SEMH assessment.
- EMLM provides a range of extra-curricular activities. All learners, including those with SEN/D are encouraged to attend.
- Risk assessments are carried out and procedures are put in place with the aim of enabling all children to participate in all activities.
- EMLM aims to ensure it has sufficient staff expertise to ensure that no child with SEN/D is excluded from any school provided activity.

Wave two- Targeted provision for some learners – the learners many of whom will be on the special needs register

Examples:

- Social Skills training in small groups.
- Speech and Language groups (to be advised by Speech and Language Therapist as required)
- Sensory and holistic approach
- The allocation of a specialist mentor to learners who are vulnerable and/or have a higher level of SEN/D.

Wave three - Highly personalised provision for individual learners – these learners will have the most complex needs and are likely to be the subject of an EHCP.

The nature of this provision will be detailed in the EHCP/statement and will vary from learner to learner. For these learners a specialist mentor will be provided. Additionally, these learners would have drafted IEP and individualized timetable where required.

Learners with additional needs will be provided with reasonable adjustments (such as access to sensory and quiet rooms, coloured overlay sheets for dyslexia, coloured paper for visually impaired, sloped desks, 1:1 support) to overcome any disadvantage experienced in the provision and increase their access to the taught curriculum.

The quality of classroom teaching provided to learners with SEN/D is monitored through several processes that includes:

- ongoing assessment of progress made by learners with SEN/D,
- work sampling and scrutiny of planning to ensure effective matching of

- work to learner's needs
- teacher meetings with the Education Lead/Inclusion Lead/SENCO to provide advice and guidance on meeting the needs of learners with SEND
- learner and parents' feedback on the quality and effectiveness of interventions provided
- attendance and behaviour records.

Action relating to SEN support/interventions follow an Assess, Plan, Do and Review model:

Whole provision planning takes place, with responsibility shared between all staff including the Teaching staff, Senior Mentor and SENCO and ensuring that the learner and their family are at the heart of the process.

Learners without an EHCP receiving SEN support that is 'additional and different' from that provided within the differentiated curriculum are included on the SEN Profile.

- 1. Assess:** It is expected that the referring placement will be able to provide information relating to attainment and current functioning. Baseline literacy and numeracy tests are undertaken using the online Apricot programme and this allows for clear progress to be tracked.

If expected progress isn't being made, additional information is being drawn from family members/carers and external services and assessment against SEN criteria is being made.

- 2. Plan:** Teachers and mentors plan using baseline results and information about learner's prior attainment, differentiating tasks to ensure progress for every learner in the provision.

When a learner has been identified as having SEN, the curriculum and the learning environment will be further adapted by the EMLM staff to reduce barriers to learning and enable them to access the curriculum. These adaptations will include strategies, interventions, support and outcomes suggested by the SENCO and/or external specialists and they will be agreed by the teaching staff, SENCO, parent/carer and the learner. These will be recorded in Learner's SEN Plan.

- 3. Do:** SEN support will be recorded in the SEN plan that will identify a clear set of expected outcomes, which will include SEN outcomes, relevant academic and developmental targets. The teacher will be responsible for working with the learner daily and assessing the impact of the plan. This will be recorded and reviewed.

SEN support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements for assessments, mentoring or an intervention group to address a particular area of need. All SEN support interventions are time limited.

- 4. Review:** Progress towards attainment outcomes is tracked and reviewed weekly by staff and half-termly with the parents and the learner. If learners fail to make

expected progress the decision may be made to undertake further informal/formal assessment of their learning and effectiveness of the interventions offered.

The efficiency of SEN support/ interventions is monitored on a termly basis by the Executive Headteacher, Strategic Lead and SENCo. The impact assessment, along with the views of learner and their family are being used to review overall impact of support.

When expected progress is made and learners are achieving in line with their ability, the SEN support may no longer be required or may decrease gradually, depending on needs and intervention provided.

If progress rates are inadequate despite the delivery of high-quality targeted interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a learner. This will only be undertaken after consultation with the parent and may include referral to:

- Speech and Language Service
- Educational Psychologist
- Specialists in other settings e.g. other Alternative Provisions, Specialist Schools.
- ASD and Sensory Support Team
- Hearing Impairment team
- Visual Impairment team
- Child & Adolescent Mental Health Service
- Educational Welfare Officer
- Social Services including the Youth Offending Team
- Youth Services
- School Nurse

SECTION 5: Working with Learners and Families

Admissions

EMLM is a temporary placement to which learners are referred from a range of settings, mainstream school, virtual school, other Alternative provision.

EMLM ensures that learners with SEN are admitted on an equal basis with others in accordance with its Admissions Policy.

For children with an EHCP, parents have the right to request a particular setting and the local authority must comply with that preference and name the provision in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name EMLM in a child's EHCP, the local authority will send the Executive Headteacher (via the Board of Trustees) a copy of the EHCP who will then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of EMLM where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a

direct payment (personal budget).

Support for parents/carers:

If parents/carers wish to discuss their child's special educational needs or are unhappy about any issues regarding EMLM's response to meeting these needs, they are encouraged to contact the following:

- The learner's teacher or mentor.
- The SENCo/Strategic Lead
- The Executive Headteacher

Transition Arrangements

A detailed referral form will be provided on entry to ensure as much information as possible is relayed to EMLM from the feeder school.

An Education Planning Meeting with the school and parents will be arranged, if required, SEN plan and IEP will be drawn to support learner's individual needs.

Parents and learners will be given guided visits to the provision before a decision is made for the child to attend.

Transition to the next Stage, preparation for adulthood and independent living After School:

In most cases, due to the nature of the provision, the learner will return to the host school or move onto another provider. Again, close liaison with the new placement involving both parents and learners will be undertaken. In cases where learners do reach transition, careful planning and liaison with Key Stage 5 provision will take place. Learners also receive independent advice from Lewisham Work Experience team

SECTION 6: Supporting Learners at the School with Medical Needs

- Learners with medical needs will be provided with a detailed Health Care Plan, compiled by the SENCO sometimes in partnership with referring school's School Nurse, parents and if appropriate, the learner themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by a trained specialist as being competent
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Learners at school with medical conditions (DfE) 2014.

SECTION 7: Monitoring and Evaluations of SEND Provision

Monitoring and Evaluation of SEND provision is integral to the Assess, Plan, Do and Review Model. It forms an essential part of whole School monitoring, evaluation and review. This includes half-termly progress reviews, observations of teaching and learning, learning walks, learner work scrutiny and sampling of parent/carer, learner and staff views.

SECTION 8: Training

The training needs of EMLM staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. There will be opportunities for all staff to receive training on:

- How to support learners with speech, language and communication needs
- How to support learners with ASD and/or sensory needs
- How to support learners with SpLD, including those with dyslexic or dyspraxic needs
- How to support learners with SEMH

Additionally, a specialist training is provided in the following ways:

- The SENCO provides generic awareness SEN training for all staff regarding a range of needs.
- EMLM buys in the services of other professional such as Speech and Language Therapy, Educational Psychology, Occupational Therapy as needed to provide both advice as well as assessment.
- EMLM utilizes the services of the LA's Visual and Hearing Impairment and ASD Outreach Services as required.
- EMLM will send staff on training courses outside of the provision as deemed appropriate.

SECTION 9: Roles and Responsibilities

The Executive Head, Strategic Lead, SENCO, Teachers, Mentors and other staff are all responsible for ensuring that all learners' needs are met, and they make the best possible progress. They make sure that the Trustees are kept up to date about all issues in the school relating to SEND.

For learners

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.

For Parents and Carers

To be actively involved in working with EMLM to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

For Teachers

- To plan teaching effectively, allowing for the diverse learning needs of each learner. To enable access to the National Curriculum at a level that challenges all learners to reach their full potential.
- To ensure that IEPs and other information are used as part of the lesson planning process.
- To work in collaboration with the SENCO and Education Lead to develop resources and

ensure effective use of support, including partnership teaching.

For the Strategic Lead and the SENCO

- To identify learners' needs accurately and ensure support is targeted efficiently and effectively
- To maintain and update the Provision's SEN profile.
- To work with subject teachers to develop resources and/or deliver CPD to support learning so that learners are achieving in line with national expectations and in line with their ability
- To establish systems that ensure statutory requirements are met for SEND under the 2014 Code of Practice
- To deploy staff and resources according to the needs of the learners
- To write a termly report to the Board of Trustees on progress and developments
- To agree a programme of professional development with the Executive Head and Strategic Lead that will ensure all staff have the knowledge skills and understanding to support those learners with SEND

For Mentors

- To work with teachers and support learners so that learners with SEND are able to access the curriculum and make expected or good/outstanding progress
- To empower learners to develop effective strategies that enable them to become independent learners
- To implement specialist support strategies within the classroom

For the Leadership Team

- To ensure statutory requirements are met for SEND by the subject areas across the school.
- To establish a programme of professional development to raise staff awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the school will ensure a quality education for learners of all abilities and learning profiles

For the Trustees

- To review and agree the SEND policy annually.
- To ensure that EMLM has appropriate provision and has made necessary adaptations to meet the needs of all learners, including those identified as SEND
- To make regular visits to monitor provision within the Provision