**What are the first steps our school will take if special educational needs are identified?**

As a team we identify children’s areas of needs and how as a school we can meet their needs to ensure children make good to outstanding progress based on needs/ attainment. During this process we will be identifying suitable groupings and interventions that will benefit the teaching and learning of individuals.  Children’s progress will be monitored and tracked throughout each academic period highlighting both strengths and weaknesses, allowing us to input interventions and support to ensure children meet or exceed their personal targets.  If deemed appropriate, a request for an Education, Health Care Plan (EHCP) will be made in conjunction with the local authority and parents/carers.

**Identifying SEND**

Students transitioning to The Tutorial Foundation who have already been diagnosed with a special educational need will have information passed on by their previous school. Such students may or may not be placed on the SEND register depending on the information we receive, but will all be monitored and tracked in terms of their progress and supported as appropriate. If a parent suspects an undiagnosed special educational need in their child, they should initially contact the school to share their concerns. The school’s SEND team (Currently Senior Leaders) will then investigate further, as above and liaise with parents throughout the process.

Students with SEN will be placed on the school’s SEN register, which is accessible to all staff in school. Staff also have access to an Individual Needs register which covers children with a variety of needs, such as low literacy or numeracy skills or medical conditions to help inform their planning.

**Student Numbers as of 6th November 2020:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **All Students** | **Onsite Students** | **Offsite Students** |
| **With EHCP** | **43** | **23** | **20** |
| **Other SEN** | **3** | **1** | **2** |
| **Total** | **48** | **26** | **22** |

**SEN provided for: SEMH, ASD, ADHD, SLD, MLD, S&L Difficulties, Dyslexia, ODD**

**Tracking and monitoring progress**

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents at least once per term. We also invite parents onsite for face to face meetings at the end of each term. At a whole school level, aspirational targets are set for all students including those with SEND. Staff are responsible for setting each student achievable yet challenging targets within lessons and having high expectations of progress. These are shared with students in lessons, tutor time or via mentoring sessions. Heads of Departments, Tutors, and the SEND team regularly check on the progress of students and if someone is not making the expected levels of progress then intervention is made to provide this.  A range of intervention strategies are in place both inside and outside of normal levels.  Data is tracked at regular intervals so that intervention can take place if needs be.

**High quality teaching**

Staff at the Tutorial Foundation are given appropriate training and support to ensure we provide a positive, safe learning and working environment. Staff are:

* invited to ask for support at any time
* trained in supporting pupils in self-regulation and emotional literacy
* continually assessing individual needs to set appropriate positive targets
* constantly striving to engage and motivate pupils through a varied and challenging curriculum
* raising self- esteem through targeted individual support and personalised timetables
* working with parents / carers and other professional in the best interest of the pupil
* trained in de-escalation techniques

Staff also strive to provide high quality teaching to all of our students. Teachers prepare schemes of work and lessons which support the learning and progress of all students through a variety of methods, including creative and innovative teaching techniques and the use of a wide variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms (known as differentiation). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills (eg. in areas such as dyslexia, ASD, ADHD) We also hold training for individual students to address how staff can cater for their sometimes complex needs.

**Supporting SEND students**

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. For some students this might be 1-1 tuition; for others a timetable that targets particular subjects or literacy/numeracy. Group size and room location are also tailored where possible.

SEND support will follow the four part cycle of Assess-Plan-Do-Review as laid out in the SEND Code of Practice January 2015 (page 100). Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme. Some students receive support through the use of technology, including the use of a laptop or tablet. Others may have catch-up sessions in particular subject areas or additional mentoring/counselling sessions.

Students are supported in in improving their emotional and social development by providing additional pastoral support such as Learning Mentors, assemblies or tutor time, PSHE lessons and regular student voice meetings.

Parents/Carers of students with SEND will have meetings with school staff to discuss their child’s progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SEND team, if they have a concern. We support students moving between phases of education and in preparation for adulthood via preparation for working life resources and with our in-house careers advisor.

**Education, health and care plans**

Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEND support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with SEND who have Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SEND team. Their Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

**Working with outside agencies**

Where a student with SEND is not making appropriate progress and The Tutorial Foundation feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice.

We work closely with specialist teams from outside the school, these include:

* Educational Psychologist (EP)
* Childhood adolescent mental health services (CAMHS)
* Social care team
* Health & Medical Specialists
* Counsellor

We work closely with local councils:

The link to the Bromley Local Offer:

<https://www.bromley.gov.uk/info/10122/children_and_young_adults_with_disabilities_and_learning_needs>

Bromley Parent Voice offers support to schools/settings in developing their SEND Information Report and subsequent information.  Their details can be found through the website link:

<http://www.bromleyparentvoice.org.uk/>

The link to the Lewisham Local Offer: <https://www.lewisham.gov.uk/localoffer>

Lewisham councilprovides support for children with SEN <https://lewisham.gov.uk/myservices/education/special-educational-needs>

Bexley Local Offer;

<http://www.bexleylocaloffer.uk/>

Lambeth Local Offer:

<https://lambeth.gov.uk/send-local-offer>

Kent Local Offer

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

Greenwich Local Offer

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0>

**Parent and child involvement**

The Tutorial Foundation puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SEND team, their Tutor, or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SEND team is always pleased to discuss any concerns involving SEND with parents and carers.  Should any parent or carer wish to make a complaint our policy and complaint form are on the website, as are photos of and contact details for named contacts (DSLs/SLT) etc.

**Equality (including accessibility)**

‘All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.’ ‘Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations’ (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

The Tutorial Foundation is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities.

Please see also our full equality policy in the Policies section of our website

**Admissions**

Please also see our school admissions policy in the Policies section of our website

**Anti-bullying**

The Tutorial Foundation is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved.

For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

**Looked after children (LAC)**

Any LAC students who have special educational needs have access to our normal provision and in addition close contact with Social services.

Please see also our LAC policy in the Policies section of our website

Report Sign off and review

|  |  |  |
| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 30.01.17 |
| Reviewed by | Emma Clyde | 07.11.20 |
| Next Review By | Julia Low | 07.11.21  |