**The Tutorial Foundation Special Educational Needs and Disabilities Policy.**

In implementing this policy which reflects the philosophy and fundamental principles of the SEND Code of Practice (2015), we believe that students will be helped to overcome their difficulties.

Reference is made in this policy to:

· Equal Opportunities Policy

· Disability Equality Policy & Accessibility Plan

· Racial Equality Policy

**SEN Vision and Aims**

· To ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self‐esteem

· To ensure that there is a system of identifying, monitoring and assessing student progress, which is appropriate to students with SEND, and that all staff are aware of the procedures

· To ensure that every student makes the maximum progress necessary to reach his/her potential

· To ensure a whole school response to the Code of Practice for SEND

· To make available appropriate and personalised resources for students with SEND

· To foster positive working relationships with parents/guardians in meeting the needs of their students

· To ensure that all staff are aware of their responsibilities for students of all abilities (as documented in the Code of Practice)

· To promote the skills and support necessary to enable all staff to provide for students of all abilities

* To promote pupils’ spiritual, moral, social and cultural development (including the fostering of British Values).

**The Tutorial Foundation - Introduction:**

At The Tutorial Foundation we believe the following to be fundamental principles:

· All teachers are teachers of students with special educational needs and follow the principles of differentiated teaching. The SEND Code of Practice makes it clear that meeting the needs of students with SEND and disabilities is a matter for the school as a whole

· All students should have access to a broad and balanced curriculum which is appropriate to the individual’s needs and ability

· Students with SEND should make progress in line with expectations

· Students are identified as requiring SEND provision as early as possible

· Students with SEND take as full a part as possible in all school activities

· Parents of students with SEND are kept fully informed of their child’s progress and attainment

· Students with SEND are involved, wherever possible, in decisions affecting their provision. The SEND Code of Practice (2015) defines special educational needs as follows:

A child or young person has SEN 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 or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• 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

For children aged two or more, 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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Special educational provision is educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LA, other than special schools, in the area.

Identification and review of student needs:

Identifying students’ support needs early is vital if they are to thrive and enables parents and professionals to put the right approach in place quickly.

At The Tutorial Foundation we use the Bromley criteria for SEND to place a student on the SEND Register and this can be triggered by the any of the following:

· Records or information passed up from the previous school

· Concerns from a parent/carer

· Concerns from the student

· Subject teachers’ assessment

· Information from any of the support services such as the Education Psychology Service

· Base line assessments

· KS2 SAT results

· Diagnostic testing such as Year 7, 8 and 9 screening for Reading

· In-house testing and assessment such as for spelling and reading

· Student tracking

· Internal and/or external exclusions for behaviour

**School based stages for SEND**

Students who are identified as having SEND are placed on the School’s SEND register at one of the following stages:

**Education Health Care Plan**

The Local Authority considers the need for an EHCP and, if appropriate, produces an EHCP and arranges monitors and reviews provision.

Students will receive support in line with their EHCP, adapting the curriculum when necessary. Annual Reviews of the EHCP take place each year.

**Annual Reviews**

A yearly Annual Review meeting will take place for each student with an EHCP.

The annual review aims:

· To assess the student’s progress towards meeting the long term objectives specified in the EHC plan and to collate and record information that the school and other agencies involved have collated

· To consider the continuing appropriateness of the EHCP in the light of the student’s performance during the previous year, any additional special educational needs that may have become apparent in that time and any needs that have been met and are no longer an issue, and thus to consider whether to cease or to maintain the EHCP, or whether to make any amendments.

· If the EHC plan is to be maintained, to set new targets for the coming year; progress towards those targets can be considered at the next review.

Any professionals who have worked with or assessed the student in school will be asked to submit a report. They may also be asked to attend the meeting. Healthcare professionals such as Speech and Language Therapists may also be asked to attend the meeting. Parents/carers who may have difficulty in responding at the meeting will be supported through appropriate agencies. These may include translation services. Parents/carers may wish to bring a personal friend to the meeting or may wish to seek advice and support from Bromley’s Parent Partnership and Choice service.

The Tutorial Foundation is committed to providing:

· Equal access to a balanced and appropriate curriculum for students with SEND

· A caring and supportive environment where all students are encouraged to reach their potential

We aim:

· To monitor students on a regular basis and involve parents/carers

· To work together and share expertise and knowledge and develop materials and approaches so that that the students gain full access to the curriculum

· To ensure that students make better than expected progress

· To monitor the progress of those students with SEND throughout their secondary education and to liaise with parents, outside agencies and the LA where necessary

· To identify at an early stage those students with low literacy and numeracy skills, social and communication issues and speech and language needs. To provide strategies for development through in-class support/teacher liaison

· To ensure that students who meet the criteria for exam arrangements have the concessions that they are entitled to

· Involving and informing mainstream staff about all SEND procedures under the Code of Practice

· Implementing programmes of INSET necessary to meet the needs of both mainstream and specialist staff in following the Code of Practice

· Initiating action or collating relevant information about students with SEND

· Ensuring that students with SEND are integrated in the wider activities of the school

Admission arrangements

The new School Admissions Code (the Code) that came into force in February 2012 makes clear that all students whose statement of SEND names a school must be admitted by the same.

The Tutorial Foundation complies with the Code.

Effective transition is an important process for us, particularly for students with SEND and we ensure that personalised transition arrangements are made for students who need them. The SLT may visit the feeder school as appropriate and obtain information regarding the student due to join The Tutorial Foundation who have a special educational need. We also try to do the same for the onward transition of students.

Additional visits may be arranged for students with SEND, on request from either the carer or the school, to ensure that the transition is as smooth as possible. The Head is available to see parents/carers of prospective students with SEND, for tours and interviews at The Tutorial Foundation to discuss how the needs of their student will be met. The Head attends annual reviews of students.

SEND provision

Students who are on the SEND register may have access to a range of extra activities and resources..

Students with SEND have access to appropriate external agencies that provide assistance that the school may not be able to provide.

The SEND Register

The School maintains a SEND register which contains details of all students identified as having special needs. The register is a working document continually being revised and updated.

Individualised Educational Plans (IEPs) will include information about:

· The short and medium term targets set for the student

· The teaching strategies to be used

· When the plan is to be reviewed (termly)

Wherever possible, the student will also take part in the review process and be involved in setting the targets.

**Inclusion of vulnerable students, those with SEND or who are disabled**

Accessibility

The Tutorial Foundation is not a challenging site for the physically disabled. In accordance with the School’s Disability Equality Scheme and Accessibility Plan, all students with a disability should have the same access rights to the curriculum offered as any other student in the school and shall not be treated less favourably.

Student voice

Students are fully involved in target setting and in reviewing their targets. Students with EHC plans attend the annual review and their views are recorded.

In service training

The Head teacher arranges a range of training related to SEND, for all teaching and non-teaching staff within the School, to provide professional development. External agencies such as speech and language therapists and the Child and Adolescent Mental Health Service (CAHMS) will often provide training to staff. Visits to other schools are encouraged, to share good practice. Staff may attend courses and inform other staff as appropriate. The staff visit other schools to share good practice.

Links to support services

The needs of some students cannot always be met adequately from the resources available within the school and support or advice may be sought from outside agencies that can provide specialist services. This may include provision acquired from, Educational Psychologist Service, Sensory Support Service (SSS), Speech and Language Therapist, Occupational Therapy, Social Communication Difficulties Team, Behaviour Support Team, and the Child and Adolescent Mental Health Services (CAMHS).

Referrals can either be made by parents through their GP or by the SENDCO if it is recommended by an Educational Psychologist. This service is based at the Phoenix Centre in Bromley. Working in partnership with parents: “Local authorities, early years providers and schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon.” (Special Educational Needs Code of Practice January 2015 p.21).

The School is committed to the principles of working with parents and carers in order to help students with SEND gain access to education. We work closely with local organisations and ensure that parents have access to newsletters and notices about events through our website. We also provide access to services which can advise and help parents.

The telephone number for Bromley Parent Voice (Parent Partnership) is: 07803287838

Lewisham Parent Partnership is: 0208 698 2202

Bexley Information Advice and Support service IASS is: 0203 045 5976

Lambeth Parent Partnership(Lambeth IASS) is: 0207 926 1831

Equal opportunities

The Tutorial Foundation aims to provide inclusion for students within a broad, balanced curriculum, which does not discriminate against them because of gender, race or ethnic origin. However, students with SEND who are deemed to be ‘vulnerable’ and more at risk of underperformance will be closely monitored.

**Evaluating the success of provision**

We use different types of measures to evaluate the impact of provision. These include increased student involvement and confidence, improved attendance, careful monitoring of targets achieved against those set in the Individualised Learning plan.

**This document takes into account and complies with the following documents:**

· [Section 69(2) of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/section/69)

· [Regulation 51](http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made) and [schedule 1 of the Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made)

· The Green Paper Support and aspiration: A new approach to special educational needs and disability (2011)

· Support and aspiration: a new approach to special educational needs and disability – Progress and next steps (2012)

· Special Educational Needs Code of Practice (2014/2015)

· Special Educational Needs and Disability Act (SENDDA) 2001 · Education (SEND) (England) (consolidation) Regulations 2001 and the Education (SEND)

· (Information (England) Regulations 1999 amended in 2005

· Every Student Matters

· Bromley LA SEND criteria

· The Lamb Report (2009)

Policy Sign off and review

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|  | **By whom** | **Date** |
| **Policy signed off by** | Julia Low | 15.9.15 |
| **Reviewed by** | Emma Clyde | 01.12.2021 |
| **Next Review By** | Emma Clyde | 01.12.2022 |