

POLICY TITLE:	Special Educational Needs and Disability
Policy Number:	ACS 33
Applies to:	Schools & Colleges across England Wales Scotland
Version Number:	03
Date of Issue:	27/02/2023
Date of Review:	31/08/2024
Author:	Charlie Rivers, Head of Quality - Education
Ratified by:	Charlie Rivers, Head of Quality - Education
Responsible signatory:	Jane Stone, Director of Governance and Risk
Outcome:	This Policy aims to ensure: <ul style="list-style-type: none"> All students' academic, personal and social skills are developed to their full potential by providing them with rich learning experiences that reflect their needs, abilities and interests and enable them to achieve.
Cross Reference:	ACS11 Admissions ACS04 Positive Behaviour Support ACS31 Curriculum ACS32 Teaching and learning ACS30 Assessment for Learning ACS26 Equality of Opportunity & English as an Additional Language

EQUALITY AND DIVERSITY STATEMENT

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

This policy cover all parts of Aspris Services – The Care and Education Divisions; Central services and our Fostering service. For the Fostering service and the 2 operational divisions, there are local procedures that relate to some of these policies, where necessary.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com

Special Educational Needs and Disability

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Service facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ACS LP 33** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable. Although English as an Additional Language (EAL) is not in itself a special need, learners with EAL may have special education needs; therefore, ACS26 has also been added as a related policy.
- 1.4 Aspris Children's Services schools are specialist educational settings and young people attending are almost always in possession of a statutory, Education, Health and Care Plan (England), Co-ordinated Support Plan (Scotland) or Statement of Special Educational Needs and Individual Development Plan (Wales), which has been agreed by families and all agencies involved.
- 1.5 A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
 - 1.5.1 They have a learning difficulty or disability if they have:
 - (a) A significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
 - 1.5.2 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.
- 1.6 Aspris Children's Services schools are committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood.

2 PRINCIPLES

- 2.1 Aspris Children's Services believe that:
 - (a) All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests
 - (b) The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills
 - (c) All students have a right to access a suitable programme of learning
 - (d) The views of students about their education and the views of parents (or carers) about the education their children receive should be sought and taken into account
 - (e) Each student has the right to be valued for their culture, religion and their different style of learning
 - (f) All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.
- 2.2 Aspris Schools and colleges will:
 - (a) Ensure students with SEN are identified and provided for in a fair and equitable manner, so their learning potential and sense of self-worth and dignity is developed and respected.

- (b) Ensure that all students with SEN have the same rights to benefit from education as those that do not have SEN needs.
- (c) Provide the highest standard of teaching and learning.
- (d) Promote a broad and balanced inclusive curriculum and learning environment for all students.
- (e) Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievements.
- (f) Create a calm, planned, safe, purposeful working environment.
- (g) Oppose racism, bias, stereotyping and all other forms of discrimination against protected characteristics, by challenging discrimination wherever it is found in line with the Equality Act 2010.
- (h) Value the voice and views of all students, parents and carers, staff and other professionals attached to the school/college.
- (i) Work in line with the requirements of the current DfE SEND Code of Practice and Scotland's Manual of Good Practice in Special Educational Needs.

3 PROCESSES

- 3.1 Aspris Schools maintain an overview of the annual review process and ensure, through consultation with local authorities and parents /carers, that students' needs, as outlined in their Education, Health and Care Plan (EHCP), Co-ordinated Support Plan (CSP) or Statement of Special Educational Needs (SEN) and Individual Development Plan (IDP) are met.
- 3.2 Staff ensure that any changes that need to be made to the EHCP/CSP/SEN/IDP are notified to the relevant LA to enable them to make the alterations and seek the views of other professionals involved in the health, care and education of the student.
- 3.3 At key points of transition, before a young person is due to leave formal education or move to training or employment, schools/colleges ensure that a Transition Planning Review takes place, and that all the relevant professionals are invited (e.g. Careers, Children's Services, Adult transition social worker) to advise the student and parents/carers about post-16 or post-19 opportunities in the county and beyond.
- 3.4 Students admitted to the school/college are assessed on entry and educational advice following this assessment is shared with the local authority and parents/carers.
- 3.5 An Individual Education Plan (IEP) or Individual Learning Plan (ILP) setting out how the objectives in the statement will be met through short term SMART targets, is devised in consultation with parents/carers (if they are actively involved in their child's education or with the relevant authority / professional if they are not). These are reviewed regularly (half termly or sooner if necessary) and revised termly. The IEP/ILP will be discussed and agreed with parents/carers.
- 3.6 Aspris schools/colleges ensure that a student's educational needs set out in the EHCP/CSP/SEN/IDP are addressed through learning programmes that focus specifically on the IEP/ILP targets.

4 RESOURCES

- 4.1 All students are allocated the resources they need to support their learning to include equipment, staffing and learning environment.
- 4.2 Resources are matched to students' needs and their suitability is reviewed annually through the annual review process or as required.

4.3 Curriculum subject resources enable all students to effectively access the curriculum. The school/college ensures that all students have equal access to the curriculum and that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.

4.4 Resources are regularly monitored to evaluate their effectiveness and efficient usage.

5 TRAINING

5.1 Each school works to develop new expertise reinforcing existing knowledge and skills. Training for staff can be accessed through a variety of ways including:

- (a) By attending external courses which have been identified as a training need through performance management or professional development systems
- (b) By attending college/school-based courses and training days which address the priorities identified in the College/School Improvement Plan (minimum of 5 INSET days per year)
- (c) By teachers from within the school/college and consultants from other schools/colleges, taking the role of mentors, coaches and leading teachers
- (d) Robust targets to improve performance, which are set as a result of school/college monitoring systems
- (e) Aspris Academy e-learning modules.

6 MAINTAINING STABILITY OF PLACEMENT

Aspris Children's Services believe that children/young people should be educated within an environment matched to an individual's needs. Aspris recognises the need for a system which can identify the very rare occasions when the provision is no longer appropriate for a particular individual and will seek to support a planned transition to an appropriate provision.

8 REFERENCES

The Education of Persons with Special Education Needs Act 2004
A Manual of Good Practice in Special Educational Needs 2004
The Children and Family Act 2014 part 3
The Special Educational Needs and Disability Regulations 2014
Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2014.
The Education (Independent School Standards) (England) Regulations 2014
Equality Act 2010
DfE (Current Version) Residential Special Schools: National minimum standards
Children and Young people Scotland Act 2014
Children and Families Act 2014
The Children and Social Work Act 2017
DfE (Current Version) Keeping Children Safe in Education

Associated Forms:

Local Procedure template ACS LP:33 SEND