



EmpowerEd SEND Policy

Last review: 12/08/2023

Next review: 12/08/2024



Core Principles

EmpowerEd fully endorses the 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years.

All young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
 - Become confident individuals living fulfilling lives, and
 - Make a successful transition into adulthood, whether into employment or higher education or training
- EmpowerEd is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that EmpowerEd is compatible for the young person's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in EmpowerEd and is an efficient use of the Local Authority's, schools or parents resources.

In keeping with EmpowerEd's equality principles, we affirm that:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We have the highest expectations of all our students
- We work to raise standards for all students
- We observe good equalities practice for our staff
- We foster a shared sense of cohesion and belonging

EmpowerEd uses the term **parents** to signify parents, guardians and/or carers, i.e. all those who have parental responsibility for the young person.

Scope of Policy

This policy applies to students with special educational needs (SEN), their parents and all staff.

Definition of SEN



A 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 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 educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions
- Special educational provision is educational or training provision that is additional to or different from that made generally for other young people of the same age.

Disabled Students

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.’

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Key Requirements/Legal Duties

As a learning provider we will use our *best endeavours* to meet the needs of our SEND students. This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49

Objectives of This Policy

- To identify and provide for students who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2015



- To operate a ***whole student, whole company*** approach to the management and provision of support for special educational needs
- To ensure access to the curriculum for all students
- To provide support and advice for all staff working with students who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents

This policy will be updated regularly.

Partnership with Students and Families

EmpowerEd works in partnership with students and their parents. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

This will enable students with SEND to achieve good outcomes. EmpowerEd recognises that parents have a unique overview of their child's needs and how best to support them.

We have high aspirations for all our students, including those with SEND and use a ***Person Centred Planning*** approach when preparing for their needs.

Person Centred Planning is a process for continual listening and learning, focussing on what is important to someone now and in the future. Students with SEND are integral to the decision-making processes affecting them.

Identifying and Assessing Students with SEND

EmpowerEd has a clear approach to identifying and responding to SEND. There are many opportunities throughout the application and enrolment process for a student to declare their SEND needs.

On entry to EmpowerEd every student's attainment is assessed in order to ensure continuity of learning. This may identify students who require additional session-based interventions and/or further assessment.

- Information given at enrolment is used to shape the students' provision in the first few months
- EmpowerEd regularly gathers information about every student's progress



- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time. We acknowledge that while considering the needs of the young person, some areas which are not SEN may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- Children looked after (CLA)

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which EmpowerEd, in partnership with parents, the young person and other professionals, will endeavour to identify.

The Graduated Approach to Meeting Special Educational Needs and Disability

High Quality Teaching

Teachers are responsible and accountable for the progress and development of the students in their classes, including where students access support from specialist tutors or other specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is the responsibility of all



EmpowerEd staff. This requirement has been strengthened in the SEND Code of Practice 2015.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All EmpowerEd students have access to a Study Programme with targets that are deliberately ambitious yet achievable.
- EmpowerEd regularly reviews the quality of teaching for all students. In addition, management regularly observes lessons to ensure that high quality teaching for SEND students is in place across the curriculum.
- Tutors are able to access detailed advice on all students with SEND
- There is regular advice and training for colleagues at all levels
- EmpowerEd aims to provide advice and training to improve tutors' understanding of the SEN most frequently encountered at EmpowerEd and to develop their skills in identifying students with particular barriers to learning and how to overcome them
- Where necessary outside agencies deliver bespoke training

Increased levels of provision and support

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- The tutors, in consultation with students and their parents and any supporting documentation, such as an EHCP ensures the desired outcomes, including expected progress and attainment, are agreed
- Appropriate accommodations are made or appropriate interventions or additional support is secured
- All tutors and staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching



strategies or approaches that are required. This will be recorded on EmpowerEd's information system.

- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff
- Study programme tutors remain responsible for working with the student on a daily basis. Interventions may involve group, paired or one-to-one teaching.

Tutors are expected to work closely with any staff involved, to plan and assess the impact of support and interventions and how they can be linked to overall progression and development.

- The management team will support programme tutors in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support

Review

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.
- The manager will work with tutors and may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate staff. The record will be shared with the students' parents and other necessary parties.
- If a student continues to make less than expected progress, despite support and intervention, EmpowerEd will speak with specialists from outside agencies.
- EmpowerEd will provide regular reports for parents on their child's progress, as part of the normal reporting process.