



# Special Educational Needs and Disabilities Policy

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Frontier Learning Trust is committed to giving our students a well-rounded education and we believe that all students are capable of academic success. Students have the right to achieve their maximum academic and social potential, and we acknowledge that some students may require more support than others to achieve this. Frontier Learning Trust is committed to the principle of equality of opportunity and aims to help every student achieve his or her potential regardless of special educational needs and/or disabilities (SEND).

### **1. Aims**

Our SEND policy aims to:

- Set out how Frontier Learning Trust will support and make provision for students with special educational needs and disabilities
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Allow all students to develop to their full potential both academically and personally
- Ensure students with SEND have access to high quality and appropriate education in which they engage fully, in order to achieve at the highest possible level
- Ensure students with SEND participate fully in the life of the Trust including extracurricular activities and social opportunities

### **2. Legislation**

Frontier Learning Trust offers a wide range of support for students with special educational needs and disabilities. The Trust undertakes to fulfil its statutory duties towards young people with SEND and 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, (2014 update 2015)
- The Special Educational Needs and Disability Regulations (2014)
- The Equality Act (2010)
- Transition to the New 0-25 Special education Needs and disability system (2015) transitional
- Keeping Children Safe in Education (DfE 2022)

### **3. Definitions**

A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is defined in the Special Educational Needs Code of Practice (DfE, January 2015) below:

The SEN Code of Practice states that students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or

- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in post-16 institutions.

Many 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’.

#### **4. Scope of Policy**

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

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

#### **5. Roles and Responsibilities**

The CEO is responsible for setting the vision and strategy for all students, including those with SEND. The CEO is also responsible for ensuring that the governors and Trustees are kept up to date regarding all SEND issues. The day-to-day co-ordination of provision of additional support for students with SEND at Frontier Learning Trust is led by the Assistant Principal of Student Services (APSS) and Head Teacher (HT) ICLMS managed by the Additional Learning Support Coordinator for WH and Deputy Head (DH) for ICLMS. The development of teachers and teaching practice, including the development of teachers’ ability to teach students with SEND, is led by the Head of Teaching and Learning and managed the Heads of Faculties and Departments for WH and DH ICLMS. Parents are requested to be actively involved in working with Frontier Learning Trust to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for evaluation and review.

##### **5.1 The CEO**

The CEO will:

- Work with the APSS WH and HT ICLMS alongside ALS coordinator and Deputy Head (DH) ICLMS and governors to determine the strategic development of the SEND policy and provision in the Trust
- Have overall responsibility for the provision and progress of students with SEND.

##### **5.2 APSS and HT**

The APSS and HT will:

- Work with CEO to an agreed strategy, develop the SEND policy and provision in the Trust
- APSS- Lead and work with the ALS Coordinator for WH and HT with DH for ICLMS on the provision and progress of students with SEND.

##### **5.3 ALS Coordinator (WH) Deputy Head ICLMS**

The ALS Coordinator/ DH will:

- Work with the CEO, APSS and HT to determine the strategic development of the SEND policy and provision in the Trust
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans; Provide professional guidance to colleagues and work with staff, parents and

other agencies to ensure that students with SEND receive appropriate support and high-quality teaching

- Advise on the deployment of the Trust's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure that future destinations of students with known SEND are liaised with when appropriate to ensure those students and their parents are informed about their options and are able to plan a smooth transition
- Work with the CEO, APSS and HT to ensure that the Trust meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements in line with regulations published by the Joint Council of Qualifications (JCQ)
- Ensure the Trust keeps the records of all students with SEND up-to-date
- Ensure that the Trust is actively welcoming to prospective students with known SEND and endeavour to be an accessible link between the Trust and students' prior placements

### **5.3**

#### **ALS Support Staff at WH**

The ALS team consists of an ALS coordinator, an SpLD tutor (experienced working with students with dyslexia, dyspraxia, ASD and other learning difficulties) and 3 Learning Support Assistants (experienced working with students who have visual or hearing impairments, physical difficulties, ADHD and SEMH)

Support staff are responsible for:

- Providing 1:1, small group or workshops to support students with SEND
- Working closely with teaching staff to provide support which will enable students to achieve and progress
- Working with the ALS coordinator and Heads of Year to review individual SEND learners' progress and development and decide on any changes to provision

#### **ALS Support Staff at ICLMS**

At ICLMS, initially this consists of the DH and they will respond to the needs as they present themselves. This could include all of the above in a different iteration and ratio.

### **5.4**

#### **Class Teachers at WH**

Each class teacher is responsible for:

- The progress and development of every student in their class, including students who are receiving specialist support from the ALS team
- Working closely with the ALS team to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Providing reasonable adjustments and appropriately differentiated teaching that endeavours to meet the learning needs of their SEND students
- Working with the ALS coordinator to review student's progress and development and decide on any changes to provision
- Informing the ALS team of any undetected awareness of students with SEND
- Ensuring they follow this SEND policy

## **Class Teachers at ICLMS**

Each class teacher is responsible for:

- The progress and development of every student in their class, including students who identify as needing specialist support
- Working closely with the DH to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Providing reasonable adjustments and appropriately differentiated teaching that endeavours to meet the learning needs of their SEND students
- Working with the DH to review student's progress and development and decide on any changes to provision
- Informing the DH of any undetected awareness of students with SEND
- Ensuring they follow this SEND policy

## **6. Core Principles**

The Trust fully endorses the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015 and aims to operate a ***whole student, whole Trust*** approach to the management and provision of support for special educational needs.

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.

We will support students to achieve this by:

### **6.1 Early Identification of Special Educational Needs and Disabilities**

We recognise the importance of early identification and aim to identify students' special needs as early as possible. The Trust has a well-designed process for early identification, for determining the specific needs of each student and for regularly reviewing these needs. Our aim is to facilitate the early identification of students with SEND through the following systems:

- Students are encouraged to disclose a SEND on their application form
- During induction students are given information about why it is important to tell staff about learning needs, and how to do so.
- Each student completes a free writing screening alongside a questionnaire 'All about Me'
- Throughout the year staff can contact ALS (WH) or DH (ICLMS) if they believe that a student may have an undiagnosed SEND.

### **6.2 Supporting students with Educational Health Care Plans (EHCPs)**

- Students with EHCPs are interviewed by the ALS team (WH) or DH (ICLMS) and Local Authorities (LA) are liaised with to check the student's needs can be met and the post 16 placement is suitable for the student
- The ALS coordinator or DH consults with the LA, outlining the needs of the student and how the student would be supported at The Trust; this includes the level of support so that the LA can provide funding

- The ALS coordinator/ DH will work with the relevant Local Authority to oversee the consultation process, support and an annual update of the EHCP.
- Prior to the EHCP meetings ALS staff/ DH will work with Trust staff and parents to ensure all information is available for the reviews.
- EHCP outcomes are reviewed in the light of the students' achievements over the preceding review period. A record is given to the student and family and the recommended amendments to the EHCP are sent to the Local Authority SEND coordinator.

### **6.3 Support for students with SEND**

Frontier Learning Trust aims to provide a positive and supportive learning environment. The Trust offers a range of strategies and support, tailored to the individual needs of students identified with SEND, enabling them to participate fully in their course. Frontier Learning Trust will provide reasonable levels of Additional Learning Support for those students assessed as requiring ALS, in line with the following points:

- We endeavour to meet the needs of every student within the classroom through careful planning, appropriate teaching and strategic use of the resources available. For some students, despite a differentiated curriculum, there may be a need for additional support to be put in place.
- The Trust will offer and provide an initial point of contact and an initial assessment interview for all students referred to ALS. This process will form the basis of any additional learning support interventions. Information and strategies will be shared with all teaching staff via Dashboard.
- All initial assessments interviews will be undertaken by suitably qualified and experienced staff members and once a need is identified, the provision of support will be put in place as soon as possible.
- Additional learning support will be available to provide support for students 1:1, in small groups or in workshops. Students requiring exam access arrangements will be assessed in line with JCQ guidelines and all teaching staff informed.
- Students receiving additional learning support will have their needs monitored and reviewed at regular intervals.
- When careful identification and assessment procedures highlight a student is not making adequate progress, the Deputy Head/ Head of Year/Personal Tutor, ALS staff/ DH and parents will review the strategies and approaches currently used and consider ways that these may be developed
- Students receiving assistive or adaptive technology support will receive guidance in the use of the equipment.