



Tuition, Medical and Behaviour Support Service

Special Educational Needs and Disability Policy

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Responsibility:	Lisa Bloomer

Contents	Page
Basic Information about SEND Provision	3
Principles and objectives	3
TMBSS SEN Policy	3
Management of SEN	4
The Role of the SENCO	5
Admissions	6
Identification, Assessment and Review	6
Identification and Assessment	6
Review	6
Curriculum Entitlement	7
Inclusion	7
Evaluation Procedures	7
Procedure for Concern	7
Staffing Policies and Partnership with External Agencies	7
Professional Development for staff	7
Support Services Available	8
Links with other Agencies	8
Partnership with Parents	8
Pupil Participation	8
Transfer Arrangements	9

The guidance should be read in conjunction with: Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities July 2014

1. Basic Information about SEND provision

Principles and objectives:

At TMBSS we have agreed to the definition of SEND stated in the 'Special educational needs and disability code of practice: 0 to 25 years'

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. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraphs above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At TMBSS:

- We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical development.
- We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills, so that they develop in all aspects of the curriculum.

- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.
- We believe that all practitioners are teachers of children/pupils with SEND and differentiate according to the needs of the children in their care.
- Monitoring the progress of all children/pupils is an ongoing process that enables early identification of any child who may require additional or different provision to be made.
- We promote equal opportunities and try to meet the physical, emotional and intellectual needs of all our children.
- Children/pupils with SEND are fully integrated into the life of the Centres and the curriculum.
- We recognise the strengths of every individual as well as any areas for development, and ensure that everyone has the opportunity to contribute to the social and cultural activities of the Centres.
- Parents are encouraged to discuss any issues and concerns with Centre Managers, Senior Leaders or the Head of Service.

Management of SEND

- Parents/carers will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child. Parents/carers will be invited to attend at least three extended conversations per year to discuss progress, any concerns and any future actions required to assist any further progress.
- All children will receive a broad and balanced curriculum, relevant to their individual needs. Access to the curriculum is, therefore, carefully differentiated and progress monitored to ensure that success is achieved. All Teachers take account of the Inclusion Statement in National Curriculum 2008:
 - 1) Setting suitable learning challenges.
 - 2) Responding to pupils' diverse learning needs.
 - 3) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

The SENDCo is responsible for:

- writing and updating the SEND policy;
- ensuring that the SEND policy is adhered to by Centre Managers and all other staff;
- ensuring that local authority protocol and paperwork is applied and completed accurately within all Centres;
- putting into place and monitoring systems that meet the 'Special educational needs and disability code of practice: 0 to 25 years';
- the overall monitoring of pupils who have SEND;
- the overall monitoring of the progress of pupils who have SEND;
- disseminating and training staff in SEND related issues.

The Centre Manager is responsible for the co-ordination of SEND provision in their Centre by:

- overseeing the day-to-day operation of the SEND policy;
 - co-ordinating provision for children with SEND;
 - ensuring there is liaison with parents and other professionals in respect of children with SEND;
 - managing Teaching Assistants;
 - advising and supporting other practitioners in the school;
 - contributing to the CPD of the staff;
 - ensuring that appropriate Pupil Centred Plans: plan, do, reviews are in place, that relevant background information about children with SEND is collected, recorded and updated;
 - liaising with external agencies including the LAs and Educational Psychology Services, and voluntary bodies.
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- All staff are responsible for children with SEND but additional practitioners, Teaching Assistants and helpers are deployed as appropriate.
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- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social departments and the LA. We work on a regular basis with the following: SEN caseworkers, Education Access Team, health professionals.

The role of the Senior Leadership Team:

- The Senior Leadership Team is involved in developing and monitoring the Policy. They are kept up to date and knowledgeable about the provision.
- The quality of SEND provision is continually monitored, evaluated and reviewed.
- SEND provision is an integral part of the School Development Plan.

Admissions

The Admissions Authority for TMBSS is the Local Authority via the Specialist Placement Panel.

Pupils who experience social, emotional, and/or mental health difficulties which mean they are unable to successfully access mainstream school would be referred through an Education Access Officer with support from Educational Psychologists. Depending on age and nature of difficulty pupils would be placed in an appropriate Education Centre - Key Stages One and Two pupils benefiting from shared placement with mainstream schools, Key Stage Three undergoing assessment looking towards reintegration and Key Stage Four on examination/careers programmes.

There is no self-referral system to the TMBSS and all referrals must be prioritised in terms of education need, reviewed by Senior Education Officer and a decision based on information from school and other agencies. The Service is referral led and at times demand can outstrip supply. Referral to TMBSS is affected by a number of national trends, e.g. the increase in pupils with mental health difficulties and the higher level of children with complex and long term difficulties within schools, for example ADHD, Asperger's and depression.

2. Identification, Assessment and Review

Identification and Assessment:

- All pupils are considered to be in the SEN support category (from 2014), owing to their referral to the Service as a result of the school's graduated response.
- All pupils have a pupil centred plan, which provides short term outcomes, strategies/provisions to meet those outcomes. They are continually under review to ensure that the appropriate outcomes are set enabling the child to overcome their barriers to learning and therefore enabling them to make progress academically, socially and/or emotionally. (Plan, do, reviews). The parents/carers and children are always involved.
- In some cases it may be necessary for the Service to consider, in consultation with the parents and any outside agencies involved, whether an EHC plan in Reform Bill from 2014 may be necessary. We use the LA guidance to help make any such decisions. In such cases, if the child's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the LA.

Review:

- The Policy is subject to a regular cycle of monitoring evaluation and review.
- The Centre Manager ensures that all appropriate records are kept and are available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

Curriculum entitlement:

- All children are entitled to a broad, balanced and relevant curriculum, including National Curriculum. Progress is continually monitored and recorded.
- All information gained is used to support planning in order to aid progress.

Inclusion:

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures:

- The broad principles and objectives set out in the Policy lay the foundation for the criteria by which we evaluate the success of our Policy.
- SEND is part of our Service self-evaluation arrangements and is included as part of our Service Development Plan.
- Centre Managers monitor classroom practice/analysis pupil tracking data and test results.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage parents/carers to approach the Centre Manager in the first instance, if the Centre Manager is unable to remedy the concern then parents can contact the Senior lead for the Centre, the SENDCo and if necessary the Head of Service and a response will be made as soon as possible.
- Parents/carers are informed about the Independent Advice and Support Service, IASS, so that they can obtain support, advice and information if they wish.

3. Staffing Policies and Partnership with External Agencies

Professional development for staff:

- We plan for all staff to be involved with further training in line with the priorities identified in the Service Development Plan.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information, system or legislation.
- Key Staff will attend relevant training and disseminate the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

Support services available:

- Advice and support from outside agencies is available.
- We believe that effective action on behalf of children with SEND depends upon close co-operation between TMBSS and other professionals.

Links with other agencies:

- Liaison with receiving educational establishments is maintained to ensure children identified with or requiring additional or different provision have continuity of support.

Partnership with parents:

- TMBSS is committed to involving parents/carers whenever it is practicably possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND.
- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school book as appropriate, (mainly in Primary)
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting outcomes with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the IASS for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, Service, LAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives for all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Pupil participation:

- Pupils, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the pupils in the Service are given due weight according to their age, maturity and capability.

- Pupils participate, where possible, in all the decision making processes, including setting outcomes and contributing to their pupil centred plan; plan, do, review.

Transfer arrangements:

- We have procedures in place to ensure that transfer arrangements take place with ease and perceived in a positive light, by all pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.