

Special educational needs and disabilities (SEND) policy

JustLearn

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JustLearn

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1. Aims and objectives

The learning experience of all our students focuses on supporting them to achieve more, through integrated educational pathways.

To move the quality of education from good to outstanding Jus'T' Learn has adopted the Sean Allison and Andy Tharby's pedagogical approach Making Every Lesson Count. The six interconnected pedagogical principles provide a framework for great teaching, explanation, modelling, deliberate practice, questioning and feedback. This clear framework gives staff a common language when planning and delivering lessons and provides a focus when assessing the quality of teaching and learning. Ultimately our teaching and learning model attempts to create an effective learning environment.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Set out the vision, values and broader aims of the school for students with SEND.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our vision and strategic direction of education focus on a holistic approach to learning which is broader than examination results and targets as well as recognises the provisions' role in developing responsible citizens and an effective workforce. This includes personalised learning: Pupil Passports, Personal Development Plans and Individual Learning Plans, supported by Care Plans. Pupils receive bespoke support and guidance to meet their very often complex needs. All students are allocated a key worker who is available to discuss their various social, emotional and academic options. Each term, there is a review date set for each learner. We are working towards a policy of no exclusions through using the tools of conflict resolution and rewarding learning by building relationships based on high expectations and choice.

The learning experience of all our pupils focuses on supporting them to achieve more, through integrated educational pathways. As well as developing curriculum-based skills; young people will be encouraged to celebrate their own progress with acquiring skills such as listening and sharing ideas through discussion. Our curriculum is supplemented by a wide range of specialist workshops, events and trips.

To move the quality of education from good to outstanding Just Learn has adopted the Sean Allison and Andy Tharby's pedagogical approach Making Every Lesson Count. The six interconnected pedagogical principles provide a framework for great teaching, explanation, modelling, deliberate practice, questioning and feedback. This clear framework gives staff a common language when planning and delivering lessons and provides a focus when assessing the quality of teaching and learning. Ultimately our teaching and learning model attempts to create an effective learning environment.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- ☐ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- ☐ [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- ☐ The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- ☐ The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- ☐ The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy should be read in conjunction with the following school policies: **Accessibility Plan, Equality Policy, Behaviour Policy, Homework Policy, Complaints Policy, and the Safeguarding policy.**

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- ☐ A significantly greater difficulty in learning than most others of the same age, or
- ☐ 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

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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Principles

Just Learn's Vision embraces the principles of an equality of opportunity for all and promotes an ethos which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social emotional and cultural needs.

Just Learn actively promotes a culture of awareness, tolerance and inclusion and aims to provide all students with strategies for dealing with their needs in a supportive environment.

It is our belief that each student has individual and unique needs and aims to raise aspiration and achievement for all by means of individualised learning programmes enhanced by high quality teaching

Just Learn's slogan is **"Building the pathway to your future"**

Objective

The objectives of Just Learn's provision for students with special educational needs are:

- To welcome all students into Just Learn and meet their needs in a positive manner, accepting the part that our expectations and attitudes play in affecting pupil's self-esteem and in overcoming aspects of SEN.
- To assess students SEN and ensure that there is careful monitoring and assessment and tracking of all students throughout their time at Just Learn.
- To provide the greatest possible access to a broad, balanced and differentiated curriculum
- To address the needs of identified students' needs through the graduated approach as set out in the Special Educational Needs Code of Practice 2001. Most students will be at School Action Plus.
- To ensure that parents, carers and students are fully participative in the process.
- To involve other disciplines and agencies as appropriate.

We believe we will achieve these objectives by:

Celebrating diversity and valuing all achievements through positive reinforcement, as well as regular celebrations of success which give equal status to social, emotional, cognitive and physical achievements and so enable all children to feel valued for their efforts.

Identifying students' SEN through liaison with referring schools, teacher observation and assessment, testing on entry and using standardised screening assessment tools; to identify learning and behavioural needs.

Planning individualised programmes of study including: a differentiated curriculum with opportunities for students to work in one to one or small group setting; on or off site or in partnership with other providers; differentiated lesson content and strategies to ensure access and progress in learning; suitably challenging targets monitored and tracked against predicted National Curriculum levels or predicted grades.

Planning, implementing, and reviewing individual programmes including planning and reviewing the Learning Support Plans for all students on a regular basis involving students, parents, school, and other providers as much as possible so that they understand the targets that have been set and how they can achieve these targets.

Supporting and advising staff by providing them with information on students' learning needs and advice on how these needs may be met

Ensuring that the School Improvement Plan includes a special educational need development plan which reflects the training need of staff.

Seeking advice from external agencies and making appropriate referrals

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Charlene Clotworthy and the assistant SENCO is Richmond Afrane.

They will:

- ☐ Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- ☐ Work with the Head of School and SEN trustee to determine the strategic development of the SEND policy and provision in the school
- ☐ Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ☐ Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- ☐ Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- ☐ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ☐ Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- ☐ Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- ☐ When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- ☐ Work with the Head of School and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ☐ Make sure the school keeps its records of all pupils with SEND up to date and accurate
- ☐ With the Head of School, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ☐ With the Head of School, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ☐ Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- ☐ With the Head of School and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Board of Trustee

The board of trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- ☐ Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- ☐ Do all it can to make sure that every pupil with SEND gets the support they need
- ☐ Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- ☐ Inform parents/carers when the school is making special educational provision for their child
- ☐ Make sure that the school has arrangements in place to support any pupils with medical conditions
- ☐ Provide access to a broad and balanced curriculum
- ☐ Have a clear approach to identifying and responding to SEND
- ☐ Provide an annual report for parents/carers on their child's progress
- ☐ Record accurately and keep up to date the provision made for pupils with SEND
- ☐ Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- ☐ Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- ☐ Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- ☐ Determine their approach to using their resources to support the progress of pupils with SEND
- ☐ Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link trustee

The SEND link trustee is Zarah Gadatara.

The SEND trustee will:

- ☐ Help to raise awareness of SEND issues at board of trustee meetings
- ☐ Monitor the quality and effectiveness of SEND provision within the school and update the board of trustees on this
- ☐ Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head of School

The Head of School will:

- ☐ Work with the SENCO and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- ☐ Work with the SENCO and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ☐ Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- ☐ Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- ☐ Make sure that the SENCO has enough time to carry out their duties
- ☐ Have an overview of the needs of the current cohort of pupils on the SEND register
- ☐ Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- ☐ With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ☐ With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- ☐ With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- ☐ Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- ☐ The progress and development of every pupil in their class
- ☐ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- ☐ Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- ☐ Ensuring they follow this SEND policy and the SEN information report
- ☐ Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- ☐ Invited to termly meetings to review the provision that is in place for their child
- ☐ Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- ☐ Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- ☐ Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- ☐ Explaining what their strengths and difficulties are
- ☐ Contributing to setting targets or outcomes
- ☐ Attending review meetings
- ☐ Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

7.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Once a pupil's needs are identified, support will be provided to provide an integrated, high quality holistic approach to meeting their needs.

- Alternative/Individual timetables/programmes of support
- Full time/part time link placements/Alternative Providers
- In-class support by teacher or Teaching Assistant (TA).
- Withdrawal for individual/small group work including Speech and Language, 1:1 Counselling.
- Multi-sensory methods of teaching.
- Reading, spelling, numeracy, (Individual Learning Programme).
- Behaviour Modification Programmes / Retracking /Anger Management / Social Skills.
- Homework Clubs.

7.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Access Arrangements

Just Learn follows guidance from awarding bodies and the JCQ to ensure that the correct procedure of identification and implementation of access arrangements is in place for all students who are entitled to access arrangements and reasonable adjustments. This is to ensure that no disabled candidate is at a substantial disadvantage in comparison with a candidate who is not disabled.

Identification Process

Just Learn identifies students eligible for access arrangements using the following: - The Learning and SEN needs indicators:

- The Medical Register
- Assessment data e.g., reading age - Book and Assessment Scrutiny from teaching staff
- Outside Agency guidance and recommendations Access Arrangements Procedure

Just Learn ensures that the learners have the correct information and advice on their selected qualifications in an accessible format and that the qualifications will meet their needs. Just Learn ensures that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor. Just Learn assists the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements (using the procedure above).

Just Learn ensures that all access arrangements are effectively implemented once arrangements are approved. These arrangements are shared with all staff so that the access arrangements become the students 'usual way of working'. Just Learn ensure that applications for access arrangements or reasonable adjustments are submitted before the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. - The SENCO produces a file (available for inspection) which contains the following for each application: 7 a. The downloaded approval for the respective arrangement(s) b. The supporting evidence of need c. A signed data protection notice.

7.3 Consulting and involving pupils and parents

The Home School Agreement offers an important opportunity to ensure that Parents and Carers understand their rights and responsibilities. Parents and Carers are invited to attend regular reviews of their children's Individual Learning Support Plans.

Discussion with the pupil and their parents will involve identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. In addition, Parents and Carers will always be informed, and agreement sought when the involvement of an external agency is suggested

7.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Evaluating Success

The success of Just Learn's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice
- Success of the identification process and pupil self-monitoring of Individual Learning Support Plans
- Feedback from parents, staff and referring schools
- School self-evaluation including analysis of pupil data, test/examination results, value added data, Reintegration and post 16 placements are appropriate and successful
- Visits from the School Improvement Partner

7.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that "moving on" can be difficult for a student with SEND and so take steps to ensure that any transition is as smooth as possible.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Planning for Sixth form/F. E/Apprenticeships Transfer.

- Transition Plans are drawn up in accordance with parental, student and staff views, this is an important aspect of the year 9, 10 and 11 annual reviews.

- In year 11: Your child will meet with our career's advisor, to create a plan for their Post 16 education.
- The SENCo and careers advisor will support you and your child on finding the most suitable college or school. Where appropriate, the SENCo/careers advisor will arrange visits to new schools/colleges for your child.

7.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.' SEND Code of Practice (2015, 6.37) At Just Learn Independent School, the quality of teaching for all students, including those at risk of underachievement is regularly and carefully reviewed and staff are supported to develop their teaching practice. This includes reviewing and, where necessary, improving, teachers' understanding of strategies, through CPD and detailed advice to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

The school will apply a graduated approach to needs using a cycle of 'assess, plan, do, review' and where necessary escalating interventions, assessment, and referral. Each student will have a guidance document called a 'SEND profile' or IEP (Individual Education Plan) this may have been informed by support from a trained specialist e.g.

- ASD Outreach Team
- Sensory Service
- Occupational Health
- Educational Psychologist
- Speech & Language Therapist
- Specific Learning Difficulties Team

Your child will have been identified by the class teacher or SENCO (or you may have raised worries) as needing more specialist input instead of or in addition to outstanding classroom teaching. We may decide to screen your child to discount any specific needs (screeners are not formal assessments for a diagnosis, they are our internal measure of potential needs). If we identify a potential need, we will inform you of the results and discuss possible ways forward. You will be invited to attend a meeting to discuss your child's progress and contribute to planning possible ways forward. You may be asked to give permission for the school to refer your child to a specialist professional e.g., Educational Psychologist. This will help the school and yourself in understanding your child's particular needs and be able to support them better in school. The specialist professional will work with your child to understand your child's needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support her better.
- Using their specific expertise to support the setting of specialised targets and strategies for teachers to implement.

- A group run by school staff under the guidance of the external professional. o A group or individual work with an external professional.
- The school may suggest that your child needs some individual support in school and how the support could be used, the discussion will incorporate what strategies might be best to put in place.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more details about this in Merton Local Offer <https://www.merton.gov.uk/education-and-learning/special-educational-needs-and-disabilities>
- After the request has been made and the school have sent in their response to the Local Authority (with a lot of information about your child - the various interventions and external agency support, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork submitted), appear complex enough to warrant a statutory assessment. If this is the case, they will consult you and ask a series of professionals to assess your child and submit a report outlining your child's needs. After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Education, Health and Care plan. If this is not the case, they will ask the school to continue with intervention at the level of SEN support and will set up a meeting to review the support for your child to ensure they make as much progress as possible. The EHC plan will outline the funding level from the Local Authority and equivalence in terms of the number of hours of individual/small group support your child needs. It will suggest how the support should be used and what strategies need to be implemented. It will also outline long and short-term goals for your child. An additional adult may be used to support your child with in-class learning, run individual programmes or run small groups which include your child.

7.7 Adaptations to the curriculum and learning environment

At Just Learn Independent School we seek advice and guidance on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of any internal or external professional assessments and the strategies described in Education, Health and Care Plans.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Reduced, adapted or modified time-table events Regular contact and liaison with parent's Dynamic risk assessments Team Around the Child (TAC) or Family (TAF) meetings to support transition

7.8 Additional support for learning

We have 2 support workers who are able to deliver 1:1 support and an interventions officer to deliver sessions such as ELSA and Numeracy & Literacy support.

Support workers will support pupils on a 1:1 basis when an additional need has been identified within the classroom.

The intervention officer will support pupils in small groups when [A child who is not progressing and is working at a slower pace than their peers].

We work with the following agencies to provide support for pupils with SEN:

- ASD Outreach Team
- Sensory Service
- Occupational Health
- Educational Psychologist
- Speech & Language Therapist
- Specific Learning Difficulties Team
- Local Authority

7.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Completing GL Assessments
- Holding annual reviews for pupils with EHC plans

7.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All clubs, trips and activities offered to students at Just Learn Independent School are available to students with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available, to provide additional adult support to enable the safe participation of the student in the activity.

7.11 Support for improving emotional and social development

At Just Learn Independent School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, for instance in PSHE and sessions with the intervention officer and indirectly with all conversation/interaction adults have with students throughout the day. For some students with the highest need for support in this area, we also provide the following:

- KS3 and KS4 mentoring.
- Social, Emotional, Behavioural and Mental Health support through targeted interventions
- Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school using GL Assessments. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- ☐ Is significantly slower than that of their peers starting from the same baseline
- ☐ Fails to match or better their previous rate of progress
- ☐ Fails to close the attainment gap between them and their peers
- ☐ Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Any concerns raised require a referral to the school interventions lead of SEN cause of concern form to be completed.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- ☐ Their previous setting has already identified that they have SEN
- ☐ They are known to external agencies
- ☐ They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- ☐ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ☐ We take into account any concerns the parents/carers have
- ☐ Everyone understands the agreed outcomes sought for the child
- ☐ Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

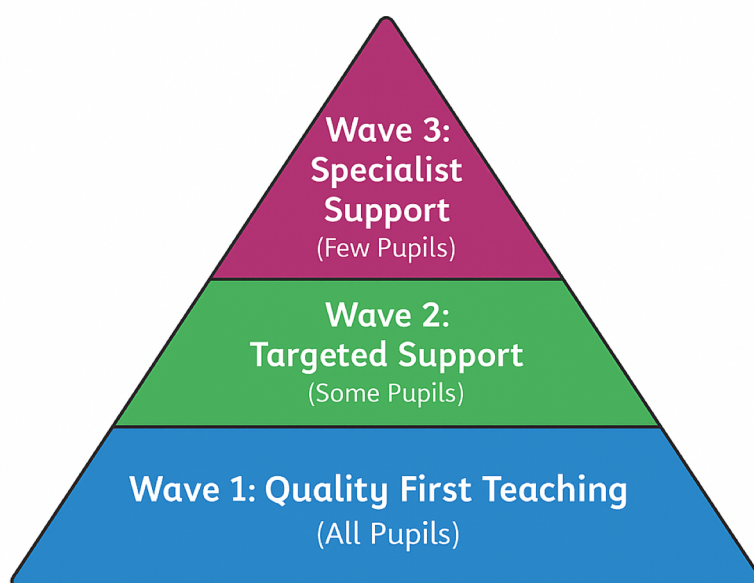
In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, horizon, and will be made accessible to staff in a pupil passport and teacher passport.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Just Learn has implemented the 3 waves model of graduated interventions.

The Three Waves Intervention Model



3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- ☐ Tracking pupils' progress, including by using provision maps
- ☐ Carrying out the review stage of the graduated approach in every cycle of SEN support
- ☐ Using pupil questionnaires
- ☐ Monitoring by the SENCO
- ☐ Holding annual reviews for pupils with EHC plans
- ☐ Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of School and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

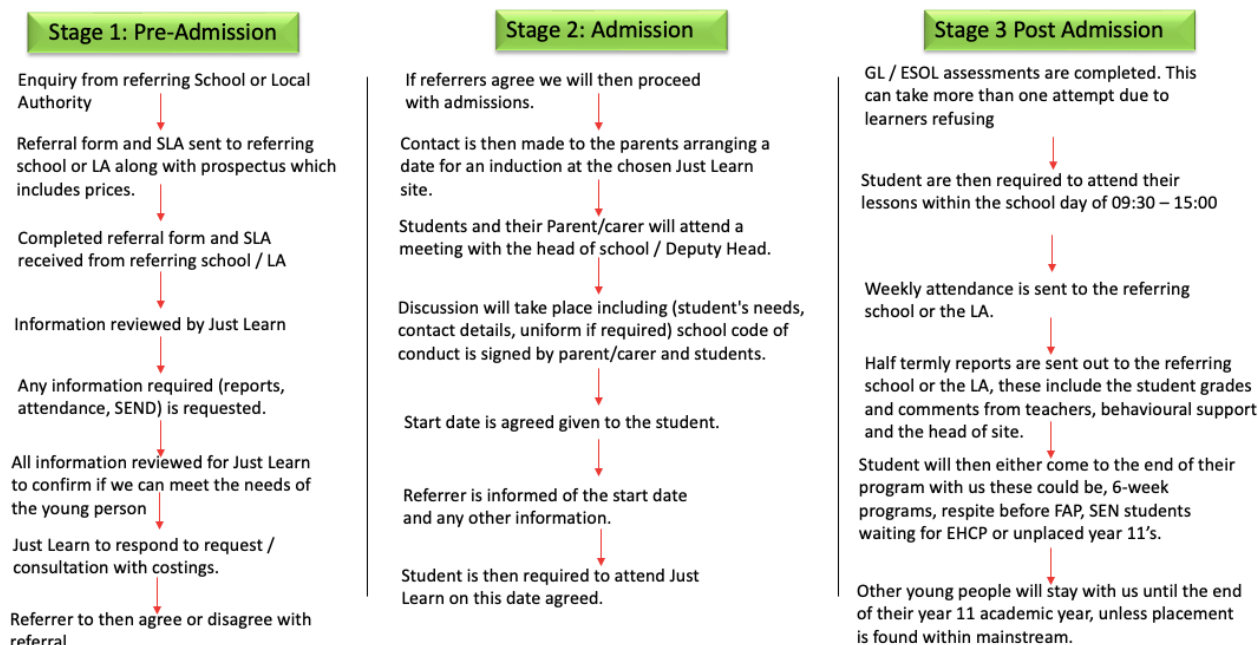
Just Learn also works in close partnership with other agencies, such as:

- Catch22
- Cognus Therapies
- Social Services
- School Nursing Service
- Metropolitan Police Services
- Educational Welfare Officer
- Youth Offending Team
- Youth Service

13. Admission and accessibility arrangements

13.1 Admission arrangements

Just Learns Referral Process



13.2 Accessibility arrangements

Refer to the schools Accessibility Plan.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ☐ Increase the extent to which pupils with disabilities can participate in the curriculum
- ☐ Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- ☐ Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

14. Complaints about SEND provision

Complaints about SEN provision in our school should be made to Shalia Osman, Head of School in the first instance. If, after this, parents or carers are still not satisfied they should approach the Local Authority Special Educational Needs Department and would be advised to follow the Local Authority Complaints Procedure. Parents are encouraged to access advice from the Parent Partnership Scheme.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14.1 Contact details of support services for parents of pupils with SEN

Parents of pupils with SEN can find additional on the Merton Council Local Offer website:

<https://www.merton.gov.uk/education-and-learning/special-educational-needs-and-disabilities>

14.2 Contact details for raising concerns

The Head of School at Just Learn Independent School is Mrs. Shaila Osman is available on 0208 648 9662.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- ☐ All staff's awareness of pupils with SEND at the start of the autumn term
- ☐ How early pupils are identified as having SEND
- ☐ Pupils' progress and attainment once they have been identified as having SEND
- ☐ Whether pupils with SEND feel safe, valued and included in the school community
- ☐ Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy and information report will be reviewed by Shaila Osman, Charlene Clotworthy and Zarah Gadatara **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustee.

16. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Curriculum Policy
- Equality and Diversity Policy
- Disability & Exams Policy