



Simply Great Education (SGE)

SEN Policy and Information Report

2023-2024

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1. Aims

The SEN policy and information report aims to:

- Set out how Simply Great Education (SGE) will support and educate those learners with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

As an alternative provision SGE is set up to provide:

‘Provision that is additional to or different from that made generally for mainstream learners’ and therefore learners are regarded as having Special Educational Needs.

- SGE provides a flexible, differentiated IT, computer science and digital technology focused curriculum for learners at KS3 and KS4 learners who are educated outside of the mainstream system.
- All learners will be provided with targeted, personal interventions and support matched to their level of need.
- SGE aims to secure positive outcomes and progression for each learner, so that they *achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood.*

2. Legislation and guidance

This policy and information report is based on the statutory

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out the provision’s responsibilities for learners with SEN.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out provision’s responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

3. Definitions

A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them such as a placement at SGE.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of 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 education 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.

4. Roles and responsibilities

4.1 The SENCO will:

- Work with the Head of Provision and the Senior Leadership Team (SLT) to determine the strategic development of the Special Educational Needs and Disability (SEN) policy at Simply Great Education (SGE)
 - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support all learners at SGE, including those who have Education Health and Care Plans (EHCPs)
 - Provide professional guidance to colleagues, and work with parents, staff, and other agencies to ensure that learners on roll at SGE receive appropriate support and high-quality learning.
 - Be an additional point of contact for external agencies, the local authority and its support services
 - Liaise with staff to keep the records of all learners with SEN up to date and ensure that SEN documents are placed in the learner's Student Records within SGE's Teams for Education environment.
- Ensure that the individual needs of each learner arriving at SGE are known to all relevant staff.
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4.3 The Head of Provision

The Head of provision will:

- Work with the SENCO and SLT to determine the strategic development of the SEN policy and provision in SGE.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class tutors

Each class tutor is responsible for:

- Delivering a differentiated IT, computer science and digital technology focused curriculum to small groups or individuals on a one: one basis.
- Monitoring the individual progress and development of every learner.
- Working closely with any Mentor, specialist support staff or other professionals to plan and assess the impact of support and interventions and how they can be linked to classroom based or off-site learning.
- Reviewing with the SENCO each learner's progress and development according to individual outcomes, to inform any changes to provision that might be necessary.
- Ensuring they follow this SEN policy in their role at SGE.

5. SEN information report

5.1 The kinds of SEN that are provided for

Simply Great Education (SGE) currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), acute anxiety, depression
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Sensory and/or physical need, for example, long-term health needs, visual impairments, hearing impairments, physical impairments, processing difficulties, epilepsy.

5.2 Identifying learners with SEN and assessing their needs

All learners referred to SGE have a high level of need and are discussed before attend. An individual proposal based on the requirements stated in the EHCP is drawn up, demonstrating how SGE can meet need prior to engagement.

How are children's needs identified whilst they are at SGE?

By Learners talking to staff:

- Access to a range of adult support through relationships based on trust.
- Individual discussions.
- Group discussions.
- Feedback between tutors, mentors and learners.
- Regular review meetings with learners, commissioning authority, parents and/or carers.
- A 'Preparation for post 16' review.
- Transition reviews for reintegration to a mainstream High School/other provisions.

By a Parent(s)/Carer(s):

- Initial visits.
- Induction placements.
- Progress Review (PEP)
- Contact with the SENCo
- Formally contacting the key staff who work with their child including tutors.

In addition to the above:

- SGE has an 'Open Door' policy therefore parents/carers are able to contact us at any time during provision hours if a member of staff is available.
- Informal talks may take place with the tutors/support staff.

Through Tutor assessments

All learner's progress and achievement are assessed through the following:

- By teachers setting high expectations through their teaching and assessing the results.
- Learners achieving their individual academic and SEN targets.

- Collectively discussing progress at student discussion forums to inform the individual support plan for each learner.

Other information that may be used to identify learner needs:

Alternative sources of information are used to ensure that learners are making good progress and to identify if/when they need additional support in the classroom and in unstructured time.

To facilitate this, the staff complete daily/weekly

- Session Reports
- Learner tracking (meetings and emails)
- Safeguarding records

During a review of progress against SEN desired outcomes

These happen every term in meetings with local authority SEND team, social care (if applicable) parents/carers, tutors and any other involved agencies or intervention services. They can also happen as and when a need arises.

5.3 Consulting with local authorities or commissioning organisations

Before any child moves to our provision we try and find out as much about them as possible to help them settle in quickly to our learning environment.

Upon enquiry for our service, we request a copy of the learners EHCP along with any other relevant information. Using the EHCP we measure the individual needs of the learner and demonstrate how those needs can be met by our curriculum, staff and environment.

A detailed proposal will be created and submitted to the commissioning authority. Working in close effort with the local authority SEND officer we detail learning outcomes to be reviewed at termly meetings.

Once staff know the learner's SEN and learning outcomes, a bespoke program will be created enabling SGE to draw up an Individual Support (ISP) plan to meet the young person's needs.

A brief profile will be written up and distributed via SGE's Teams learning platform, communicating to all staff exactly how to help the learner and explain their specific needs and learning objectives.

SGE will have an early discussion with the learners and parents/carers (when possible) to identify any additional special educational provision. These conversations will make sure that:

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

5.4 Assessing and reviewing learners' progress towards outcomes

SGE follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject tutor will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The learner's previous placement, records of progress, attainment and behaviour.
- Other assessments from different areas of the curriculum.
- The views and experience of parents/carers.

- The learner's own views.
- Advice from external support services, if relevant.

The assessments will be reviewed regularly.

All tutors and support staff who work with the learners will be made aware of their needs through:

- The information from the placement review meetings
- Day to day on-site assessment (reviewing session reports)
- Copies of Educational Psychologist/Clinical Psychologist/CAMHs Assessments
- Student discussions.
- Individual support plans.
- Support provided.
- Training strategies or approaches that are required.

The tutors and the SENCO will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

5.5 Supporting learners moving between phases and preparing for adulthood

SGE will share information with the school, college, or other setting the learner is moving to by using some or all of the following

- Face to face meetings and discussion
- Completing requested paperwork
- Sharing individual support plans

- **5.6 The approach to teaching learners with SEN**

SGE is a specialist learning environment focused on IT, Computer Science and Digital Technologies:

- Teachers plan lessons according to the specific educational and SEMH needs of individuals and will ensure that each learner's needs are met.
- Specifically identified resources and strategies are used to support a learner individually and in small groups.
- Planning and tutoring will be adapted on a daily basis as the need arises.

5.7 Adaptations to the curriculum and learning environment

SGE makes the following adaptations to ensure all learners' needs are met:

- Differentiating the timetables.
- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, tutoring style, content of the lesson, etc.
- Adapting resources and staffing.
- Using specific technologies to enhance learning.
- Differentiating teaching, e.g. allowing for longer processing times, pre-teaching of key vocabulary and knowledge gaps, reading instructions aloud, etc.

5.8 Evaluating the effectiveness of SEN provision

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

- Reviewing learners' individual progress towards their outcomes from the ISP each term.
- Reviewing the impact of service after one term or as and when the need arises e.g., emergency reviews.
- Feedback from learners.
- Monitoring by the SENCO and Provision Head.
- Using provision mapping to measure individual progress.
- Holding annual reviews for learners with EHCPs.
- Termly progress meetings.
- Informal meetings with parents/carers.
- Written feedback from parents/carers/visitors.
- Initiating feedback from parents/carers.

5.9 Enabling learners with SEN to engage in activities

All of the activities and provision visits are available to all SGE learners.

- Learners are encouraged to achieve the behaviour, progress and achievement criteria necessary for them to participate in all group activities.
- All learners are encouraged to take part in enrichment activities /special workshops, etc.
- No learner is ever excluded from taking part in these activities because of their SEN. However, Safeguarding and Health and Safety are paramount and risk assessments are a priority
- Where necessary, if a learner refuses to follow medical advice, SGE will work with the parents/carers to ensure the learner is safe and able to access the provision and any subsequent activities.
- SGE has a zero-tolerance approach to bullying

5.10 Complaints about SEN provision:

Complaints about SEN provision at SGE should be made to:

The Head of Provision

The parents of learners with SEN have the right to make discrimination claims in the first instance to the engaging local authority or the first tier SEND tribunal if they believe that SGE has discriminated against their young people. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments.

5.11 The local authority local offer:

SGE's contribution to the local offer is published on the SGE website:

<https://simplygreat.education>

The local authority's local offer is published on <http://fis.torbay.gov.uk/>

And <https://services.pinpointdevon.co.uk>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Head of Provision annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the SLT and the Directors.

7. Links with other policies and documents

This policy links to SGE policies on:

- SGE Behaviour Code for Adults working with Children
- SGE Anti Bullying Statement
- SGE Safeguarding Policy and Procedures