

## **Special Education Needs & Disabilities (SEND) - Policy and Procedures**

Reviewed: July 2024

Next Review: July 2025

### **Responsibility:**

Designated Send Lead: Dee Malam

In the unlikely event that Dee Malam is not available, the role of SEND Lead will be deputised to Hayley White who are responsible for all young people and LAC at Isle Study Centre Ltd under the Children and Families Act 2014. We ensure that young people with SEN can take part in our provision alongside our other young people who do not have a SEN. We aim to remove barriers to learning to ensure that all of our students achieve.

### **Our Duty:**

Our duty under the Equality Act is to support all young people and we will make any reasonable adjustments to ensure no individual student is disadvantaged. We assess each young person's current skills and levels of attainment and monitor closely their progress.

We aim to meet the following needs of our young people in our care. SEND now forms part of a wider inclusion brief bringing a more coordinated approach within school to a wide range of support initiatives under the four broad areas of need

- Improve their communication skills and ability to interact positively with others
- Improve their cognition and learning
- Support their social, emotional and mental health difficulties and develop these into strengths
- Sensory and/or physical needs.

### **Our Culture:**

Our supportive culture ensures that we assess our students and plan an appropriate education plan in partnership with their main provider. We fully support our students to achieve their Unit Awards and regularly assess and review their progress which is reported to parents/carers/provider each term.

We feel responsible in helping our young people to make a smooth transition to school/college/other provision by working closely with our parents/carers and helping the students to prepare for adulthood.

### **We ensure that:**

- We take into account the young student's views
- We identify the student's needs and only admit a young person to our centre if we are confident that we can meet their needs
- All of our staff have high expectations of our students
- We work with each student on a one-to-one basis to remove their barriers to learning
- Each individual has a detailed plan on what they are going to achieve, their personal and education targets and this is monitored and reported termly

Isle of Study Centre has educational excellence at its heart and is committed to improving the lives of all students by helping them to become keen learners who aspire to achieve their best and are passionate about education, seeing learning as an exciting journey that they will continue throughout their life.

### **Students identified as having a SEN fall into one of two categories:**

1. SEND Support • Students require some form of additional support over and above the normal curriculum e.g. reading support, Social Skills group.

2. Education and Health Care Plans (EHCPs) • Some students will have an Education, Health and Care Plan (EHCP); these plans include details of the student's special educational need and/or disability and the arrangements needed to support that student at our centre.

### **Collaboration with Local councils and schools:**

Our commitment to collaborative working with local councils; with regular and routine opportunities for the SEND departments to meet and train together.

We will work together with individual school procedures of local secondary schools to work together alongside the councils in a mutually beneficial way to sustain excellence in learning

and teaching for students here at Isle of Study Centre with SEND through innovation, collaboration and on-going professional development.

We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his/her needs, is successful in achieving their own personal goals through appropriate personalised support and intervention.

The well-being, personal development, progress and success of every child is of the greatest importance and this requires:

- The students to be at the centre of initiatives to improve attainment and progression
- An environment where we can collaborate to improve the quality of provision
- The open exchange of information and the sharing of expertise and within partnership clusters

**Our curriculum is integral to supporting students with a SEND and will provide:**

- A student with every opportunity to reach their full potential
- Recognition of the limitless potential of all with no “one size fits all” approach to support
- An inspiring and challenging environment for students
- Inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a graduated response
- An innovative environment where new interventions and resources are embraced and initiated in a culture of continuous improvement

**SEND Policy:**

- The sharing of good practice within an appropriate and continuous cycle of continued professional development
- An on-going drive to achieve academic and personal success
- Ways to work in partnership to improve opportunities for all students in the wider community.

### **Ongoing Reviews:**

We will review all SEND Information Reports in compliance with the SEND Code of Practice 2014 (6.79) and this report will be updated annually. This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires us to provide: "High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people.

Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Special educational provision is underpinned by high quality teaching and is compromised by anything less." Definition of SEND "A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review."2014