



SEND Policy  
Policy for Alternate Provision Providers used by County  
Durham Schools

Reviewed:	Reviewed By:	
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## **Mission Statement**

Education Plus are providers of alternative provision, supporting pupils with social and emotional needs, including those who are disengaged from mainstream education, as a result of challenging behaviour or poor attendance.

We provide the right mix of academic rigour, curriculum choice, and personalised support to allow all our students to thrive.

## **What are the school's policies for the identification and assessment of pupils with special educational needs?**

At Education Plus children are identified as having SEND (special educational needs or disabilities) through a variety of ways including the following:

- Liaison with referring school
- Child performing significantly below age expected levels despite intervention
- Concerns and information raised by parents/carers
- Concerns and information raised by class teachers or support staff

Where a pupil is not making adequate progress, teachers, the SENDCO (special educational needs and disabilities coordinator) and parents/carers collaborate on problem solving, planning, support and teaching strategies for individual pupils. External agencies may be involved to support this process.

On entry to Education Plus all students will be assessed using a series of curriculum baseline tests and specific (e.g. dyslexia) SEND screening tests for identified students on referral. If deemed necessary, this can then lead to a more detailed assessment which will inform teaching strategies.

If you think your child may have special educational needs, contact our Provision Coordinator Kayley Brems in the first instance.

## **What are Special education Needs**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

**Broad areas of need** – There are four broad areas of special educational need, these are:

**Communication and interaction** – include pupils with:

- Autistic Spectrum Condition (**ASC**)

- and those with Speech, Language and Communication Needs (**SLCN**)

**Cognition and learning** – include pupils with:

- Specific Learning Difficulties (**SpLD**)
- Moderate learning difficulties (**MLD**)
- Severe Learning Difficulties (**SLD**)
- and Profound and Multiple Learning Difficulties (**PMLD**).

**Social, Emotional and Health Difficulties** – include any pupils who:

- have an emotional, social or mental health need that is impacting on their ability to learn.

**Sensory and/or Physical Difficulties** – include pupils with:

- hearing impairment
- visual impairment
- multi-sensory impairment
- and physical difficulties.

## **Inclusion**

Education Plus is an inclusive provision where every child is valued and respected. We are committed to the inclusion, progress, and independence of all our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality, but we also actively work to support the learning and needs of all members of our community.

## **The kinds of SEN that are provided for:**

At Education Plus, we have experience of supporting children and young people with a wide range of needs including:

### **Communication and Interaction**

- Speech, Language and Communication Needs (SCLN)
- Autism Spectrum Condition (ASC)

### **Cognition and Learning**

- Moderate Learning Difficulties (MLD)

- Specific Learning Difficulties (SpLD)

### **Social, Emotional and Mental Health Needs**

- Mental Health Difficulties
- Social and Emotional Needs

### **Sensory and/or Physical needs**

- Gross and Fine Motor Needs
- Sensory Processing Needs
- Hearing Impairments
- Visual Impairments
- Physical Disability
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

The school provides data on the levels and types of need to the Local Authority. This is collected through our annual impact reports submitted to each LA.

### **How we adapt teaching**

Staff at Education Plus strive to provide high quality teaching to all our students. Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at Education Plus are expected to make at least good progress.

Students are taught a tailored curriculum to best meet the needs of each student. Where students require extra support, specialist resources or extension materials will be provided wherever possible.

If a student is looked after by the local authority, their needs will be supported in the same way as other SEND students, with the addition of close liaison with appropriate staff from the local authority as well as the student's virtual head teacher.

All students are known well by their learning mentor and teachers, who develop strong relationships with them. They are taught in small groups with ratios of

staff: students of no more than 1:5. Good behaviour and work is rewarded through our Earn as you Learn scheme.

Students have many opportunities to express their thoughts and views, including directly to their learning mentor.

We encourage students to have a voice in Education Plus through their ability to speak to staff in small groups or 1:1 sessions.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.

### **Who can help?**

Education Plus has a wealth of expertise from our own staff and from staff across our 3 provisions across the Northeast. Specialist services are always used when a student needs more support to reach their potential. The following is a snapshot of our expertise, it is not an exhaustive list:

- SENDCo Consultant: Although the SENCO qualification is not a statutory requirement in an Alternative Provision setting, Education Plus have commissioned Julia Crane as our SENDCo consultant to ensure that the policies, procedures and practice around supporting children and young people with additional needs are as robust as in mainstream settings and compliant with the Special Educational Needs and Disability Code of Practice: 0 to 25 years. (Department for Education, 2015). This commitment to supporting SEND provision reflects the ethos of Education Plus to seek the best outcomes for all their students and ensure that students receive the same high level of support and challenge as they would in school. Julia reviews support plans and EHCPs and offer support and guidance to staff and leaders about strategies to ensure that each student's needs are met and that they are able to make progress towards their targets.
- On site SENDCo: Kathryn Whitehead working towards National Qualification for SEND
- Head of Site: John Southeran
- Behaviour lead: Mark Jacomb
- School Counsellor: Virtual 24/7 support through Kooth.com and individual on site referrals by Melissa Dulson (Diploma and Degree in counselling)
- SEND Director: John Southeran
- Qualified First Aid Staff ; Mark Jacomb, Anthony Allen

We involve other organisations including health and social care services, local authority support services and charitable and voluntary sector organisations to meet students' needs and support their families.

Expertise/specialist services used by Education Plus include:

- Durham SEND information, Advice and Support Service
- Educational Psychologists
- School Counsellor
- Occupational therapists
- ASD
- Speech and language therapists
- Hearing Impaired Service
- Visually Impaired Service

### **Graduated responses of Assess, Plan Do and Review**

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEND is to help us ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and steps are taken to remove them. Regular review also ensures that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

Planning involves consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required, as well as the impact

on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning mentors and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the host school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care (EHC) Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment which may lead to an EHC Plan.

## **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The SENDCO attends all relevant, up-to-date training (including statutory national qualifications) on a regular basis. All learning mentors/TA attend in school continuing professional development sessions (CPD) and individual CPD is encouraged. As a whole staff we have regular training and updates of SEND issues. There are several additional resources in school to provide further strategies for teaching children with SEND which are available to all staff.

## **What support is available for improving the emotional, mental, and social development of pupils with special educational needs?**

Education Plus has a tutor group system where students are placed into one of 3 groups (Red; Green or Blue). Each group has a dedicated learning mentor who remains constant and follows the group through every lesson of every day. Every day we hold a pastoral debrief to discuss aspects of the day including individual students' social and emotional needs.

We try to support the emotional and social development of all our pupils, including those with SEND. A programme of social and emotional education through Personal, Social and Health Education (PSHE) is taught daily which covers a range of issues including mental and physical health.

However, for those children who find aspects of this difficult we offer an in-school support, alongside supported lunchtime and break times. If further social/emotional support is required, this can be arranged through the learning mentor, Head of Site or SENDCO and may take the form of discussions with school staff or a referral for counselling by an outside agency such as Kooth. Where appropriate, we work with parents to get support from external agencies, including the Parent Support Adviser, Family Support Worker or Child and Adolescent Mental Health Service.

## **Complaints**

A parent/carer with any concerns regarding the provision in place for their child, they should make an appointment to meet with the SENDCO in the first instance. Should concerns continue then a parent/carer should make an appointment to discuss these with the Head of Site. If a parent/carer has a complaint, then please follow the school's complaints procedure on the website.

## **Where is the local authority's local offer published?**

More information on what is available to children with SEND and their parents/carers in relevant local authorities can be found at the following links:

<https://www.durham.gov.uk/localoffer>

<https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer>



<https://www.redcar-cleveland.gov.uk/.../access-inclusion/Pages/local-offer>