



Send Policy

Date of Approval: 01 June 2021

Signed: Ruth Minhall _____ **Position: Head of Service**

Last reviewed: June 2021

Next review: June 2022

Our provision is currently undertaking a review of this policy to meet the new requirements for SEND in line with the SEND Code of Practice 2015. To provide an improved, compliant policy we are committed to co-producing our policy with families, children and young people. The consultation period for reviewing our existing policy began in October and is on-going.

To contribute and participate in co-producing our policy please contact aep@tuition-extra.co.uk

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at School with medical conditions April 2014 (updated August 2017)
- The National Curriculum in England for Key Stages 1-5 and PFA Guidance for Adult Learner
- Safeguarding Policy and KCSIE Guidance
- Accessibility Plan
- Tutors Standards 2012
- Children and Families Act 2014
- KCC Local Offer

Context of the Provision

Every individual within the service, are tutors of those with SEN. As such, we all have a duty to ensure that we provide outstanding provision to all young people that we work with, in every capacity that we work with them.

SEND Provision within Tuition Extra.

The vast majority of the young people that we work with have Education, Health and Care Plans. As such, where specified we will provide provision as outlined in Section F of the EHCP. For example, if it is identified that a young person requires rapid reading delivered by a tutor, we will undertake this.

Young people who are attached to a School have their SEND needs met by the team within school, and external professionals are arranged by and managed by the named placement. If concerns arise while we offer tuition, we will ensure that these concerns are passed on to the appropriate school staff.

Mission Statement

At *Tuition Extra* we believe that we should meet the needs of all children and young people from their own unique starting points. We are an inclusive provision and believe that *all* students should have the opportunity to flourish. The policy outlined below details our approach to identifying, supporting and monitoring the quality of our SEND provision.

We are an inclusive environment, and promote the inclusion of all students, regardless of their needs or background. Our students, regardless of their SEN status, are expected and encouraged to aspire to be the best that they can be.

Aim of this Policy

The aim of this policy is to outline our practices under the regulations for working with young people with SEND, and to demonstrate all aspects of our SEND provision in an open manner, allowing for consultation from those external to the provision.

We want all students to receive a standard of education that allows them to pursue their future dreams and ambitions without prejudice, and as such this policy will demonstrate the means by which we can achieve this. Within the service, we have high expectations and aspirations for all students, and focus on positive outcomes for young people, as oppose to simply hours of support or just a provision.

Our objectives and how we aim to achieve this are;

1. To identify and provide for students who have Special Educational Needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2015, fulfilling our statutory duties.

3. To operate a 'whole student, whole service' graduated approach to the management and provision of support for Special Educational Needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with Special Educational Needs students, as well as training opportunities.

Identifying Needs

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

We have to consider that around 1 in 5 young people are identified as having some form of SEND, and that of these, around 2.8% have a more complex need. We, as a service, meet the needs of those 2.8% who have a statutory level of need.

However, the purpose of identifying these needs is not for us to fit a child into a category, but to find ways in which we, as a service and a community, can work cohesively to put actions into place to support that young person. In addition to this, we are mindful that other aspects of a child's life may impact on progress and attainment, such as;

- Social and Cultural needs
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Similarly, where the young person is displaying persistently disruptive or withdrawn behaviours, it does not necessarily mean that the young person has SEN. In these circumstances, it would be more appropriate to look at whether there are any casual factors e.g. undiagnosed learning difficulties or mental health issues, or whether the issues stem from a domestic circumstance. In such circumstances, the use of Early Help Assessment needs to be supported. Early identification and intervention in most circumstances is far more effective.

The way that we work with these young people should not constitute only a discreet education provision but should be embedded in the fabric of the service.

A Graduated Approach to SEN Support

'Quality First Teaching'

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEN. Students are only identified as SEN if they do not show that they have made adequate progress once they have had all interventions and adjustments made that are reasonable for them. Slow progress and low attainment do not necessarily mean that a child has SEN, however, there may within that be an indication that there are learning difficulties or disabilities.

In a similar way, it cannot be assumed that young people who do make expected progress or attain in line with their chronological age do not have learning difficulties or disabilities. Students who do not make expected progress¹ will be supported to enable them to achieve such milestones. Tutors are responsible and accountable for the progress and development of their students.

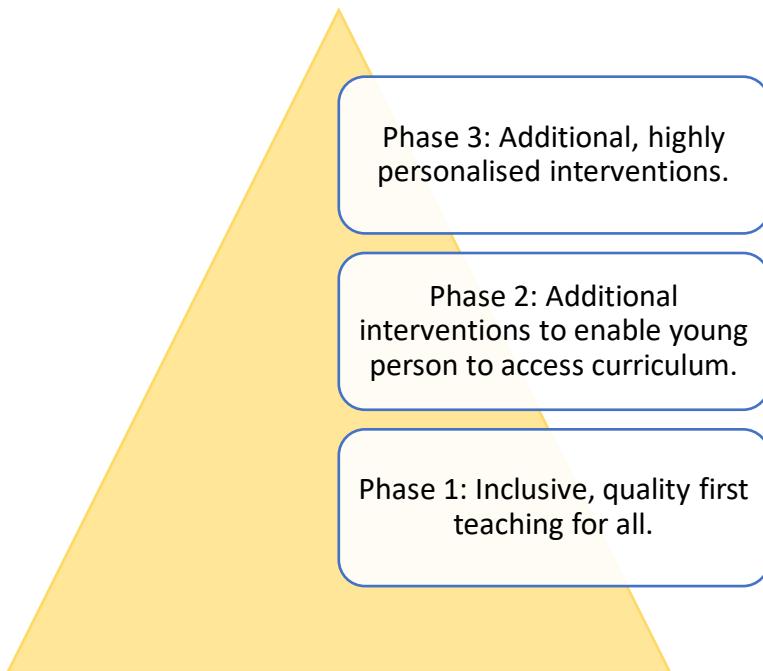
Additional intervention and support cannot compensate for a lack of good quality teaching. As such, the Senior Team within Tuition Extra undertake regular reviews of the quality of teaching and learning for all students, including those who are at risk of underachieving. Training around key SEND issues and developments will be offered to all staff to ensure that they are fully aware of processes and provisions that can be made for all students including development of knowledge around high frequency SEN.

¹ See Appendix 1 – Table of Expected Progress

Assess, Plan, Do, Review and Process

All concerns regarding SEN **outside of those stated in an EHCP** will be considered using the Assess, Plan, Do, Review cycle. We are not doing anything differently to how we would have usually, it's just simply the process of identifying the issue, and putting a plan in place to address the need. The process for reporting and recording will be initiated by an initial concerns form, completed by the appropriate member of staff with the concerns being raised with the parents of the young person in question.

Concerns will fall into a variety of 'Phases' dependent on the need of the young person.² These phases are described in more detail in the following sections.



² See Appendix 2 – SEN Provision Process

Phase 1 Concern ‘Quality First Teaching/High Quality Teaching’

Where a student has been identified as not making expected progress, concerns should be raised to the SENCO via the ‘SEN Initial Concern Form’, which will be reviewed after six weeks to ascertain whether practice is suitable to accommodate the needs of the child. The SENCO will work with the appropriate staff to ensure that interventions provided are of value and quality, as well as being relevant to the needs of the young person. In making decisions about what SEN provision should be put in place, the tutor and SENCO should consider all of the information that they have available to them prior to making the decision that SEND provision is appropriate.

Phase 2 Intervention

Where additional provision has not been suitable for the student, an IEP will be put in place with targets developed to aid progression. This will be in conjunction with the parents and interventions will be delivered by the most suitably qualified person for the need of the child. They will be reviewed after six weeks, and if progress is not made, will be adapted. An example of the types of provisions we can make are noted in our overarching provision map³ It is at this point that we will determine that the young person in question is receiving SEN Support, and if so, ensuring they are highlighted as such.

Phase 3 Specialist Intervention

If the IEP fails, or expected progress is not made, and all other casual factors around poor achievement have been addressed, work will begin towards gathering the evidence required to seek assessment, and external agencies will be involved. Prior to this stage, all reasonable measures must have been taken to ensure adequate provision has been made.

Only after all of these processes have been observed will a child be placed on the SEN register, with the consent of the parents, SENCO and other members of staff involved in the process. Students are only defined as SEN if they do not make adequate progress once they have had good quality intervention, adjustments and good quality personalised teaching.

Managing Students’ Needs on the Register

Only when all options have been exhausted in class will a child be placed on the SEN register, as that will in essence state that they have SEND that requires additional intervention outside of the remit of the ‘classroom’. Through the various phases we will

³ Appendix 3 – Draft Provision Map

undertake prior to this point, we will be accountable in our methods and open in our communications with parents and other agencies, internal or external. As soon as we identify that there is a possible need for additional intervention, or a cause for concern, either the tutor or SENCO will make contact to discuss this.

The maintenance of the SEN register, and all other associated paperwork is the responsibility of the SEN Team and other key members of Senior Team. Reviews will happen in a timely fashion, at least once every half term. Provision for young people on the SEN Register will be dictated by the local offer made by KCC.

Should it be the case that additional support is needed outside of what the service can reasonably provide, we will ensure that we operate with transparency about the referral process to differing agencies.

If the time comes where we feel that the young person's SEND no longer requires addition to the SEN Register, we will, by consent with parents and with transitional plans in place, remove them from this register.

All students with EHCP's in place are automatically included on the SEN register.

Supporting Children and Families

The local offer can be found by following this weblink;

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Statutory Guidance on our duty to report can be found here;

<http://www.legislation.gov.uk/ukpga/2014/6/section/69>

Supporting Students with Medical Conditions

The service recognises that students with medical conditions should be properly supported so that they have full access to education. Some children with medical conditions may be defined as having a disability and where this is the case the service will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their provision for educational needs. Should it be the case that they do not, we will make our best endeavours to ensure that appropriate planning ensues to accommodate for their needs.

Monitoring and Evaluation of SEND

The SEN Register is a working document, and as such, is under constant review. All documentation and process in relation to SEND are reviewed by the SENCO at least every half term. By continual review, we are able to ensure that the needs of the students at Tuition Extra are consistently met. In addition, it allows us to ensure that we are fully compliant with all of the legal aspects of the SEND Code of Practice 0-25 2015

Addressing Training Needs

Consistent reviews of teaching and learning will take place to ensure that quality teaching occurs as part of the normal every day running of the service curriculum. Tutors and support staff will be encouraged to participate in on-going professional development to enhance their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Storing and Managing Information

All documentation in relation to students with SEN is stored electronically. Only authorised people have access to the files and their contents, the only exception being

if it is felt that the confidence of that information could adversely affect the wellbeing of a student, for example, where there are concerns around possible child protection issues.

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all Schools and LAs to plan to increase over time the accessibility of services for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual service and LAs are under a duty to prepare accessibility strategies covering the maintained services in their area.

If you have any concerns, you can contact the SENCO via aep@tuition-extra.co.uk who will be happy to meet with you to go through any concerns you may have.

Appendices

Appendix 1 – Expected Progress Table

Appendix 2 – Provision Process

Appendix 3 – Provision Map

Appendix 4 – Initial concern form

Appendix 5 – Local Offer information for Parents

Appendix 1 – Expected Progress Table

Under new statutory guidance the system for the identification and assessment of SEN has changed significantly, with the onus now being upon the classroom tutor to make their best endeavours to facilitate learning regardless of SEN need in the classroom, however, sometimes further intervention is required.

The process for alerting and identification of SEN has three phases, as shown above.

The mark of judgement will be; ‘Is the young person making expected progress?’

The table below shows what we should be expected for young people, outcomes being based on KS2 Levels. NB

KS2 test Level/Level on Entry.		No KS4 Result	U	G	1/F	2/E (NC5)	3/D (NC6)	4/5/C (NC7)	6/B (NC8)	7/A	A*
	Other/No Level	EP Not Made	EP Not Made	Not Included	Not Included	Not Included	Not Included	Not Included	EP Made	EP Made	EP Made
	B,N	EP Not Made	EP Not Made	Not Included	Not Included	EP Made	EP Made	EP Made	EP Made	EP Made	EP Made
	2	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Made	EP Made	EP Made	EP Made	EP Made	EP Made
	3	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Made	EP Made	EP Made	EP Made	EP Made
	4	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Made	EP Made	EP Made	EP Made
	5	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Not Made	EP Made	EP Made	EP Made

Appendix 2 – Provision Process

Phase 1
QFT (Quality First Teaching)
Phase 2 – Initial Referral
<p>Regular assessment and tracking shows that despite QFT, there are concerns about emotional-wellbeing, behaviour or other factors/parent or other raises a concern.</p> <p>Initial concern form is completed, tutor meets with parent/carer/child.</p> <p>Completes notes of initial concerns.</p> <p>New outcomes are planned, ‘extra support and other rigorous interventions’ are targeted at areas of concern.</p> <p>Review to take place in a timely manner (after six weeks) – Good progress would result in returning to regular tracking, some progress would result in repeating the cycle again.</p>
Phase 3 – Specialist Provision
<p>If less than expected progress continues to be made, further assessment should be completed. From this point, agree whether the young person has a difficulty that requires SEN provision.</p> <p>If not SEN, address other issues.</p> <p>If they are SEN, start recording support on SEN Support Record, formally record and ensure that parents are informed.</p>

Appendix 3 – Provision Map

Cognition and Learning

Phase	Support:	Students
1	Quality First Teaching, differentiated curriculum planning and activities, assessment of delivery and outcome, increased visual aids, modelling etc. visual timetables, illustrated dictionaries, use of writing frames, access to word processor, Guided reading. DRA. ART.VARK.	All students, including those with SEN, where appropriate.
2	Lexia, Reading Lab, booster groups, LSA support, 1:1 and small group activities, additional keyboard skills, daily reading with LSA, tutor, Maths Catch up. Inclusive technology, assessment of regular way of working. SEN Team Interventions. Lucid screening.	Some students, focus students who have raised further cause for concern. Students who are not making expected progress.
3	Intense Literacy or numeracy support, adapted and individualised catch-up programmes, additional phonics training (for example, Dockside) additional individual reading, paired reading, memory skills training, peer tutoring/learning mentor support. Lucid screening. SEN Team Interventions. Access to off curriculum accredited work.	Few students – Those who have undergone or awaiting specialist assessment.

Communication and Interaction

Phase	Support:	Students
1	Quality First Teaching, flexible tutoring arrangements, differentiated curriculum delivery, differentiated outputs, increased visual aids, visual timetables, use of symbols, talking partners. Training for Tutors in strategy to work with SLCN. SALT – Communication Friendly	All students, including those with SEN, where appropriate.
2	Additional use of ICT to support the curriculum. Speech and language services where appropriate. Non-verbal communication techniques, higher level of visual support. Now/next boards – ‘I’m Ok, I’m not OK wrist band’	Some students, focus students who have raised further cause for concern. .Students who are not making expected progress.
3	Speech and Language support from professionals, internal or external referral. NHS Speech and Language services. Input from appropriate professionals. Support for alternative forms of communication - PECS Visual organiser. ICT – writing with symbols. Emotional Literacy programme. SENCO Interventions.	Few students – Those who have undergone or awaiting specialist assessment.

Social, Emotional and Mental Health

Phase	Support:	Students
-------	----------	----------

1	Quality First Teaching, reward systems, whole service/class rules, whole service policy for behaviour, reinforcement of PSHE, Citizenship. 'I'm not OK' bands/red card/green card. Time out card.	All students, including those with SEN, where appropriate.
2	Support for unstructured times. Learning mentor support. Re-engagement into education programme by SENCO. Time out card.	Some students, focus students who have raised further cause for concern. . Students who are not making expected progress.
3	Individual counselling. Individual reward system. LST Interventions. Nurture group. Anger Management training. Social Skills training. Circle of Friends. Inclusion programme. Emotional Literacy Programme. Learning mentor support/coaching.	Few students – Those who have undergone or awaiting specialist assessment.

Sensory and Physical

Phase	Support:	Students
1	Quality First Teaching, flexible teaching arrangements, tutor aware of S&P Impairment, availability of resources. Availability of modification to times of day if there are allowances that need to be made on site. Reasonable adaptations as defined by the DDA.	All students, including those with SEN, where appropriate.
2	Additional keyboard skills. Additional handwriting practice. Access to equipment (e.g. writing slopes, sensory teaching aids) Access to off curriculum accredited work.	Some students, focus students who have raised further cause for concern. . Students who are not making expected progress.
3	Motor skills programme for small group. Individual support in class during P.E. Physiotherapy programme. Access to ICT (e.g. PC with Switch) Appropriate intervention from OT. Access to off curriculum accredited work. Transport provisions where appropriate, modified timetables.	Few students – Those who have undergone or awaiting specialist assessment.

Appendix 4 – Initial concern form

Concerns alert for:

Date Completed:

By:

Actual Progress:	Expected Progress
Comments about reading:	Comments about Writing:
Comments about Spelling:	Comments about Maths:
Ability to remain calm and alert in lessons? Ability to follow instructions? Organisational Skills? Any other concerns/difficulties? (e.g. Instances of inappropriate behaviour)	
What provision has been made prior to concerns being passed to SEN? (Include and any differentiated resources that the young person is using, could use or learning styles that the young person has shown confidence and comfort in)	

Appendix 5 – Local Offer information for Parents

How will mainstream services support children with Special Educational Needs and Disabilities (SEND)?

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Children with special educational needs may require extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, difficulties with their speech and language or how they relate to and behave with other people. For example, special educational needs could mean that a child has difficulties with:

- All of the work;
- Reading, writing, number work or understanding information;
- Expressing themselves, or understanding what others are saying;
- Making friends or relating to adults;
- Behaving appropriately;
- Organising themselves; or
- Some kind of sensory or physical needs which may affect them in education

The Government has set out in the Early Learning Goals of the foundation stage the things that most children should be able to do by the end of their Reception year. The National Curriculum for children from 5 to 16 years also sets out what most children will learn at each stage of their education.

Children make progress at different rates and some have different ways in which they learn best. Tutors are expected to take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. This is often described as ‘differentiating the curriculum’

Children making slower progress or having particular difficulties in one area may be given extra help of different lessons to help them succeed but this does not necessarily mean that they have special educational needs.

Your child’s early years are a very important time for their physical, emotional, intellectual and social development. When your health visitor or doctor makes a routine check, they might suggest that there could be a problem. If you have any worries of your own, you should get advice straightaway.

If your child is not yet at service or nursery, you can talk to your doctor or health visitor who will be able to give you advice about the next steps to take.

If you think your child may have a special educational need that has not been identified by their service or nursery, you should talk to your child’s tutor first, or ask to see the SENCO (this is the person in the service who has a particular responsibility for co-ordinating help for children with special educational needs) or Head tutor. Working together with your child’s tutors will often help to sort out worries and problems.

Some children will need additional support. This kind of help is called **special educational provision**. From September 2014 children and young people will receive support under a single service based category called **SEN support in services**.

When a special educational need has been identified, the education setting should start a cycle of actions. This cycle is called the **graduated approach** and involves the tutor, the SENCO, teaching assistants, and sometimes other professionals.

You, as parents/carers are involved and so is the child or young person.

The Graduated Approach

1. Assess

Tutor and SENCO gather information. Parent and child or young person's views are taken into account

2. Plan

Tutor, SENCO, parent and child or young person agree on the support and the expected **outcomes** and a date for review

3. Do

The class /subject tutor oversees and monitors the support that is put in place with the SENCO.

4. Review

On the date agreed parent and child or young person, tutor and SENCO consider progress and whether the support put in place has been effective. This can be used to start the process again if necessary. At this point it may be necessary to bring in specialist services. For example, they might ask for help from a specialist tutor, an educational psychologist, a speech and language therapist or other health professional.

If your child has SEN, you should be consulted at each stage.

What if your child is not making progress/needs more support than the service alone can provide?

If your child has received extra help for their SEN but is still not making enough progress then you or the service can request an assessment for an Education Health and Care plan (EHCP). An assessment is only needed if your child's service or early years setting cannot provide all the help that your child needs.

The assessment is designed to find out exactly what your child's needs are and the best way to give your child the help that they need. Once the assessment has taken place your child may have an Education Health and Care Plan (EHCP). The EHCP will include full details of your child's needs, the intended outcomes, and the provision needed to achieve these outcomes.