



## **SEND POLICY**

**Adopted 13/04/2023**

**Review date 13/04/2025**

### **1. Legislative Context**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to “have regard to the Code of Practice.” This means that whenever we are taking decisions we must give consideration to what the Code says. We cannot ignore it. We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. We must be able to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code. Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

### **2. Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: “A child or 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. A child of compulsory school age has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEN definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

### **3. Admissions**

This policy explains how ISP School makes provision for pupils with SEN, in line with the school ethos and with current legislative requirements, SEND Code of Practice (0-25) 2014, Equality Act 2010). ISP School asks parents/ carers to provide information concerning any disability or special needs prior to accepting a place. Providing the School with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make. Consideration is then made following the criteria laid out in the Admissions policy.

#### **4. Identification and Assessment of SEN**

Identification of any SEN will be identified in the first instance within the pupil's Statement of SEN and or Education, Health and Care plan which is provided to us by referring companies/teams/schools.

- needs extra input to close any identified gaps
- is reaching their expected rate of progress A parent who is concerned about their child's progress can speak to the Head Teacher who will take any referral action necessary. Pupils are also encouraged to discuss with staff, any difficulties they might be experiencing.

#### **5. English as an additional language (EAL)**

Students who require EAL tuition are usually identified on application to the school. All students admitted to the school requiring EAL support will be provided additional tuition by referral to an alternative unit/provision by the responsible team/service. We would make every effort to look carefully at all aspects of a pupils performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or from their confirmed diagnosis of disability. We recognise that difficulties related solely to limitations in EAL are not SEN.

#### **6. Curriculum Appropriate**

action will be taken to ensure that lessons are organised in ways, which offer the best possible opportunities for full participation by all pupils.

#### **7. Exam access arrangements**

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, having a reader and/or a scribe and rest breaks. How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes.

#### **8. Accessibility**

Up-Grade Training and Therapy comprises of 2 buildings. This means that learners can access one or the other of these buildings which are both sufficient in delivering all of our service to an appropriate standard.

#### **9. Children with medical conditions**

(With regard to legislation: Section 100 of the Children and Families Act 2014; Supporting Children with Medical Conditions, 2014 (non-statutory advice)) The School recognises that not all children

with medical conditions will have a disability and not all will have special educational needs. Children with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. Children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. In supporting children with medical conditions, in these circumstances where possible, Up-Grade Training and Therapy Ltd will establish relationships with relevant local health services, and will receive and fully consider advice from healthcare professionals, as well as listening to and valuing the views of parents and pupils.

## **10. Emotional Implications**

The social and emotional implications associated with SEN and medical conditions are handled sensitively. We recognise that children may be self-conscious about their condition, some may be vulnerable to developing emotional disorders such as anxiety or depression around their SEN or medical condition. All pupils have continued support identified within their Individual Learning and Behaviour strategies there is an open-door policy to all senior staff including the Head Teacher.

Complaints about SEN provision Complaints about SEN provision in our school should be made to the SENCO/Head Teacher in the first instance. They will then be dealt with in line with the school's complaints policy. 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

The Risk Assessment process.

1. During the initial network meeting, information is gathered from the referral information, the EHCP, previous risk assessments.
2. Following initial network meeting a risk assessment draft is produced in the light of information gathered at this meeting.
3. This is updated at least at the end of every term by the Lead mentor
5. At the end of each term, risk assessment updates will be monitored by the DSL and signed off.
6. Risk assessments will also be updated within 24 hours, when there has been an incident/file note/bullying etc... by the person who writes the incident report. (Incident reports should be completed within 24 hours)
7. The Company Secretary will always check the Risk assessment has been updated once an incident has occurred

Monitoring and evaluations will be completed at the end of every session held at Up-Grade Training and therapy. New concerns or notices problems will be reported to the responsible, referring service, school or company.