educ8

SEND Policy

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School:	All
Issue:	2.5
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1.   Contents

2.   Issue and Revision History

Issue	Description	Author	Effective Date
1.0	Initial Release	D. Payne	15/10/18
1.1	Update to 'Next Review' requirements and reformatting of text	T. Warner	12/02/19
2.0	Annual Review Rewrite	O. Howell	01/09/21
2.1	8.1 Identifying specific educational needs Updated to include 8.1.1 The Boxall profile 8.3 SEND Admission - Updated 8.4.1 Assess updated to include Boxall profile 8.4.2 Plan - Updated to include Boxall profile 8.9 Procedures to ensure effective provision - updated to include Boxall Profile 8.11 Sequence of admissions and reviews - updated to include Boxall profile.	O. Howell	05/04/22
2.2	Annual Review	O. Howell	26/08/22
2.3	Policy update: 8.3 SEND Admissions - Change to timescales to review a placement of a learner with an Active EHCP 8.4.1 Assess Location of SEND register changed to Progress tracker throughout policy. 8.11 Sequence of admissions and reviews lesson observation frequency updated.	O. Howell	01/01/23
2.4	Policy Update: Action plan - replaced with Individual support plan (ISP) throughout 7. definitions and acronyms - ISP - Individual support plan added 8.3 Admissions - inclusion of EHCP placement review 8.9.1 Monitoring and evaluation of SEND 8.9.2 Regular communication 10 Quality records updated 11 forms and templates updated	O.Howell	26/06/2023

Sub-Policy	Document #:	Issue:
Educ8	**13-9**	**2.5**

Title:	Page #:
Special Educational Needs & Disability (SEND) Policy	**5 of 23**

3.   Summary

This policy applies to all learners attending Educ8 Schools who have been identified prior, or during their learning journey with Educ8, as requiring SEND support.

The SEND Coordinator for the Educ8 group of schools is **Owen Howell**

A learner who has Special Educational Needs will have already been identified at their referring school and relevant information is then passed onto Educ8 through the **7 Admissions** process.

Educ8 adopt a 3 Step approach:

1. SEND Support.

2. Additional SEND Support

3. EHCP

Within each of these steps Learners may also be identified as:

a. Able and Gifted

b. English is an Additional Language

c. Looked After Children

We then follow an Assess, Plan, Do, Review system to ensure that every Learners needs are met.

Educ8 is committed to providing staff development. SEND is a regular part of this. We monitor, review and develop all tutors' understanding of strategies to identify and support pupils with 'SEND'.

4.   Document Release

This document has been reviewed in accordance with the Educ8 Quality System and the requirements of this policy/procedure. Staff have been made aware of its issue, including any updates/amendments to its contents and where necessary appropriate training has been provided to those staff.

Where policies are available for download online, the previous version is removed and this new version replaces it.

The release of this document is indicated by the effective date.

5. Purpose

The primary aims of SEND Provision and therefore this policy are:

- To ensure that every young person with SEND is offered full access to a broad, balanced and relevant education.

- To provide support for a young person to enable them to develop skills in literacy and numeracy and behavioural, personal, social and emotional skills in order to equip them for future life.

- To ensure that a young person with SEND has their needs met during their time with Educ8.

- To ensure that effective communication takes place between Educ8 and mainstream schools in order for there to be continuity of provision wherever possible for the young person with SEND

- To engage the views of the young person, their mainstream school and their parents/carers when discussing matters relating to

  SEND and to keep all parties well informed of any developments which may affect the young person.

- To cooperate with all relevant agencies to ensure the needs of a young person are met.

- To regularly monitor and review the provision and progress for each young person with SEND

- To keep detailed and accurate records for each young person with SEND

- To provide detailed information for The Local Authorities Education Health and Care Needs Assessment process and produce written reports for all review meetings at all levels.

- To share relevant information with Special Education Service and Special schools

- To stretch and challenge more able and gifted learners within Educ8.

- To develop and stretch learners who are looked after children as well as learners where English is as an additional language

6.   Scope

This policy applies to all learners attending Educ8 Schools who have been identified prior, or during their learning journey with Educ8, as requiring SEND support.

The definition of SEND:

The Special Educational Needs and Disability Code of Practice: 0-25 years (2014) states:

> *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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of Disability:

The Equality Act (2010) states children with:

> *'…a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'.*

This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Some pupils with disabilities may have learning difficulties that call for special educational provision; however, not all children defined as disabled will require this provision.

This policy is written in line with the requirements of:

- Children and Families Act 2014

- SEN Code of Practice 2015

- Equality Act 2010

7. Definitions and Acronyms

Learners	All students, participants and users of Educ8 learning programmes. Generally these are under 18 years of age.
Delivery Staff	Staff employed by Educ8 to provide instruction and tutoring services
WWW	What went well?
EBI	Even better if?
Referrer	Educ8 customer that actively refers Learners onto a programme.
ISP	Individual Support plan
LO	Learning Objective
ILO	Individual Learning Objective
FORSKILLS	Online Initial assessment and diagnostic testing platform
IA	Initial Assessment
DA	Diagnostic Assessment
SEND	Special Educational Needs and Disabilities
DSL	Designated Safeguarding Lead
EHCP	Educational Health Care Plan
Head of School	Educ8 Staff member with management and leadership responsibility for an Educ8 Alternative Education School

School   Educ8 Alternative Education Site registered with
                                OfSTED as an independent school.

8.   Policy

8.1   Identifying Special Educational Needs

The SEN code of Practice (2014), identifies four broad categories of need:

- Communication and Interaction

- Cognition and Learning

- Social, Emotional and Mental Health Difficulties

- Sensory and/or Physical Needs

The purpose of identification is to work out what action the school needs to take, not to fit a learner into a category.

A key principle under the Code is that early identification of need and action to address such a need is critical to the future progress and success of the young person. There should be no delay in making any necessary SEND provision.

8.1.1 The Boxall Profile

The Boxall profile is the unique psycho-scosial assessment tool used to determine young people's social and emotional functioning and well being and will be used on a whole school level.

The Boxall Profile is divided into two sections:

A. Developmental Profile

Measures different aspects of the learners cognitive, social and emotional development that influence how well they are able to learn and function in the classroom.

B. Diagnostic Profile

Measures challenging behaviours that prevent successful social and academic performance.

Educ8 will use the information gained from the Boxall profile to:

- Set targets and strategies to support the development of missing skills and gaps in development
- Track progress of all learners' difficulties over time and identify what strategies proved to be the most effective.
- Explore and better plan targeted approaches, aimed at addressing social emotional difficulties and wellbeing individually and at a group level.
- Measure impact of progress of all learners.
- Raise awareness around mental health and wellbeing within our School

8.2 Educ8 SEND 3 step Approach

Educ8 will operate a 3 step approach to SEND:

4. Learners Who have prior identification for SEND Support from mainstream school.

5. Learners who have been identified by Educ8 who require additional support due to greater difficulty in learning than the majority of young people of the same age

6. Learners who have an active Educational Health Care Plan (EHCP)

Within each of these steps Learners may also be identified as:

d. Learners identified as able and gifted by educ8 staff

e. Learners where English is an additional language

f. Learners who are in care or are looked after

8.3 SEND Admissions

Learners can be referred to Educ8 (see **7 Admissions** policy) with a need that has not yet been diagnosed or acknowledged, or during a learner's time at our provision, tutors and parents may have concerns about a young person's progress or attainment.

All Learners that are enrolled on provision with Educ8 who have been identified for SEND support by their mainstream school through Educ8's Online Referral Form or have an active EHCP must:

- Attend a learner interview to be conducted with Head of School/Deputy Head of School, Parents, Referring School, Learner and any other relevant organisations supporting learners educational journey.

- Previous Learning experiences, targets and strategies for support to be discussed with individual support targets set by Educ8 to help learners settle into new provision.

- Learner to undergo induction week and complete ForSkills IA and DA within the first two weeks of the agreed start date.

- Educ8 to assign an ILO for English and Maths, obtained through DA

In the event of a learner being referred to Educ8 with an active EHCP the following will take place:

- Educ8 will review all EHCPs and identify which elements within the EHCP that Educ8 will be responsible for and which should be carried out by the school to ensure the successful support of all EHCPs.

- Attend a learner interview to be conducted with, Head of School/Deputy Head of School, Parents, Referring School, Learner and any other relevant organisations supporting the learners educational journey.

- All learner applications with an active EHCP will be reviewed by the SEND Lead, Safeguarding Lead, Head of School and Deputy Head of School to ensure the placement is suitable once a Learner interview has taken place.

- The outcome will be agreed by all parties as soon as possible after the Learner Interview and an outcome being given to all parties involved by SEND Lead or Head of School.

When a Learner Joins Educ8 the Head of School will add key information onto the **SEND Register** (located within **T0091QT Progress Tracker**) which will be reviewed and updated half termly.

All learners being referred to Educ8 will undertake the Boxall profile screening during the admissions process to identify individual targets to

support development of the learners cognitive, emotional, social and behavioural development.

8.3.1 Education Health Care Plan Needs Assessment Process

If a learner presents themselves with significant, complex and enduring learning and/or Social Emotional and Mental Health Difficulties then a request will be made to The Local Authority for a Statutory Assessment of the young person's Special Educational Needs. (for the EHCP Process see Appendix 1)

If a learner is on the roll of a mainstream school then it is the responsibility of that school to make this request. This must be reported to the Schools SEND Lead.

If a learner has EAL identified within their EHCP, Educ8 and the referring school will ascertain what support has been made available. Educ8 will seek additional support from the referring schools SENCO to meet the individual needs.

8.4   Assess, Plan, Do, Review

Our graduated approach when working with referring schools has four stages of action; assess, plan, do and review:

8.4.1 Assess

In identifying a child as needing SEND support, we request information from the referring school SEND Lead, the child (if appropriate), and the child's parents, the school's SENDCO carries out an analysis of the child's needs, along with data gained from ForSkills.

This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information (rate of progress, attainment, behaviour etc.).

This assessment will be reviewed termly. We rely on the referring school to provide in some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals will liaise with the school to help inform the assessments.

Sub-Policy	Document #:	Issue:
Educ8	**13-9**	**2.5**

Title:	Page #:
Special Educational Needs & Disability (SEND) Policy	**13 of 23**

Educ8 staff will place the learner within its **SEND Register** (located within **T0091QT Progress Tracker**) that is best suited to the individual learner based on their individual needs:

Step 1: SEND Support
Learners who have enrolled at Educ8 with SEND needs already identified will have their additional support included within the Individual Learning Plan.

Step 2: Additional SEND Support
SEND support is for learners who have been identified by Educ8 tutors who require additional SEND specific support whilst studying at Educ8 through the use of the Boxall profile.

Step 3: Educational Health Care Plan (EHCP)
Educ8 staff will adhere and follow all elements of the learners active EHCP to ensure that the learner can achieve positive development in English, Maths, Personal, Social and emotional development whilst studying at Educ8.

Within each of these steps Learners may also be identified as:

a) **Able and Gifted**
For learners who are from deprived areas within the Local authority working towards level 2 in functional skills English and/or Maths.

b) **English as an Additional Language (EAL)**
Learners where English has been previously identified as an additional language

c) **Looked after Children**
Any learner who is identified as looked after will be provided with additional support to help maintain attendance, attainment and progress.

8.4.2 Plan

Where it is decided that additional SEN support is required, and the school having formally notified the parents, the tutor and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place. The expected impact on progress, development or behaviour, and a clear date for review recorded. All Tutors who work with the Learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

- All Individual learning objectives and strategies in literacy, numeracy, behavioural, personal, social and emotional skills must be agreed by the Educ8 staff team (SEND Lead, Head of School, Deputy Head of School and Tutor) Learner, parents and referring school

- The Educ8 staff team will identify learners who need additional support based on their academic, personal, social and emotional progress in comparison to their peers and age range.

- EHCP targets will be planned and recorded

  This information will also be recorded on the following documents:

  - **F0043QT Individual Support Plan**

  - **SEND Register** (located within **T0091QT Progress Tracker**)

- Educ8 will identify learners who are able and gifted by using their IA results and DA results which demonstrate the learner working above level 1 in either English and/or Maths functional skills

- Educ8 will identify learners where English is as an Additional Language via the information received through the referral form received from referring schools or education providers

- Educ8 will identify learners who are looked after by a child who has been provided accommodation for a continuous period of 24 hours or is subject to a care or placement order.

- Educ8 will Identify individual targets to support development of the learners cognitive, emotional, social and behavioural development.

8.4.3 Do

The Tutor remains responsible for working with the Learner when at Educ8 provision. With support from the school SENDCO, they oversee the implementation of the interventions or programmes agreed as part of the additional/SEN support. The tutor will use agreed tools in assessing the impact of the actions taken, in problem solving and advising on the effective implementation of support.

- All individual learning objectives, <mark>individual Support plans</mark>, support strategies in literacy, numeracy, behavioural, personal, social and emotional skills to be supported by the Educ8 staff team within each lesson.

8.4.4 Review

The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the tutor, SEND Lead and Head of School/Deputy Head of School considering the views of the learner's parents and the young person.

This will give feedback into the analysis of the Learners' needs. The support needs will be revised considering the child's progress and development.

Decisions about any changes to the support required and intended outcomes will be shared with staff, parents and the child. Parents via the referring school will receive clear information about the impact of the support and interventions provided, enabling them to be fully involved in planning next steps.

Across Educ8s **T0083QT SEND Register** each step will be reviewed the following way:

Step 1 SUPPORT

All ILO's to be reviewed termly or when a new DA has taken place, with Educ8 SEND Lead and any changes to be agreed with Learner, parents and referring school

When a learner is recommended to progress from step 1 to step 2, all individual learning objectives and support strategies in literacy, numeracy, behavioural, personal,

social and emotional skills to be re-evaluated by the Educ8 staff team (SEND Lead, Head of School, Deputy Head of School and Tutors) learner, parents and referring school, and agreed and implemented from the start of the next half term.

Step 2 SEND REGISTER

All individual learning objectives will be supported throughout Educ8's curriculum and will be reviewed every 12 weeks or when a new DA has taken place, with Educ8 SEND Lead and any changes to be agreed with Learner, parents and referring school

Step 3 Learners with an active EHCP

Will have regular review meetings to discuss progress, goal setting, and individual learning objectives as well as personal development targets. This will be held every term with the teaching staff, parents, learner and referring school.

Half termly SEND meetings will take place between SEND lead, Safeguarding Lead, Head of Schools, Deputy Head of Schools to discuss the potential of upgrading/ amending the level of support required, learners individual progress, changes within SEND support and position within Educ8s 3 step structure.

- Decisions on Learners SEND status will be made within 48 hours of SEND Meeting.

- **F0043QT Individual Support plan** to be updated and agreed with the learner, parent/guardian and referring school.

The Head of School/Deputy Head of School will send a progress report to Parents/Carers, referring schools and agencies involved within learners' **D0061QT Learner Journey** every half term.

Learners within steps 2 and 3 will have face to face review meetings once every term to discuss progress and any areas of concern.

All information to be updated into **SEND Register** (located within **T0091QT Progress Tracker**)

8.9 Procedures to ensure effective provision

In order to ensure the most effective 'SEND' provision, the following procedures are in place:

8.9.1 Monitoring and Evaluation of SEND Provision

This is carried out through a range of strategies including:

- The Boxall Profile

- End of Topic Tests/Feedback Slips

- Weekly/Half termly/Termly Progress reports

- Reporting Home to Parents and Careers

- Weekly/Half Termly Target Setting

- Tutorials with Key Workers

- Classroom Observations

- Work Scrutiny Checks

- Initial meetings, progress review meetings, exit meetings

- Baseline, IA, DA Data.

- **SEND Register** (located within **T0091QT Progress Tracker**)

- Half Termly SEND Meetings

- EHCP Placement Review

8.9.2 Regular Communication

- Building positive relationships with referring school/parents/carers to ensure open, honest, two-way communication that supports each learner's needs.

- Educ8 will share the Edu8cs EHCP placement review with the referring school to outline roles and responsibilities by Edu8c.

- Weekly staff meetings with onsite staff team to ensure that support is updated and requirements for the coming week are implemented

- Incident reports are communicated verbally and written format to inform the school of any immediate requirements.

- Termly meeting with the school and completion of requested review documents.

- Termly meetings with all staff to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.

- Learner progress meetings held half termly to review targets.

- Once per term face to face review meeting for learners on step 2 or 3 of **SEND Register** (located within **T0091QT Progress Tracker**)

8.10 Staff Development

Educ8 is committed to providing staff development. SEND is a regular part of this. We monitor, review and develop all tutors' understanding of strategies to identify and support pupils with 'SEND'.

8.10.1 Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development utlising the TES training programme

- Training needs are identified and planned through staff Supervisions and Lesson Observations.

- All staff undertake induction on taking up a post and this includes a meeting to explain the systems and structures in place around the Educ8's SEND provision and practice and to discuss the needs of individual learners.

8.11   Sequence of Admission and Reviews

Process	Frequency			Purpose
	Initial	**Intermediate**	**Final**	

Baseline Testing, Target Setting and Placement Suitability				
Boxall Profile	On the first day of their programme/during the first week of their programme.	Every 12 weeks	Every Term or on exit.	To measure, set targets and support learners social emotional mental health and well being.
Step 1 - Referring school identified.	School identified additional support and action currently in place	Half termly review within staff team meetings/ SEND Review meetings	On Exit	To identify the correct level of support need/ to check suitability of placement in line with an active EHCP
Step 2 - Additional support required	Tutor Identified and discussed in SEND meetings and using the Boxall profile	Half termly review within staff team meetings/ SEND Review meetings	On Exit	To identify the correct level of support need/ to check suitability of placement in line with an active EHCP
Step 3 - EHCP - Suitability meeting needed.	EHCP identified - suitability meeting to be held with Head of School, and SENDCO	Half termly review within staff team meetings/ SEND Review meetings/ termly meetings with Refering School/ Parents/ learner to discuss progress and targets.	On Exit	To identify the correct level of support need/ to check suitability of placement in line with an active EHCP
A) Able and gifted	Learner Identified through IA and DA results. ISP created to Stretch and challenge.	Half termly review within staff team meetings/ SEND Review meetings	On Exit	To identify the correct level of support need/ to check suitability of placement in line with an active EHCP
B) English as an additional language	School identified additional support and action currently in place/ created	Half termly review within staff team meetings/ SEND Review meetings	On Exit	To identify the correct level of support need/ to check suitability of placement in line with an active EHCP
C) Looked After Child	Identified through Application/ Meetings with referring School/ Parents - ISP created to support learners.	Half termly review within staff team meetings/ SEND Review meetings	On Exit	To identify the correct level of support need/ to check suitability of placement in line with an active EHCP
FORSKILLS IN ENGLISH, MATHS Initial Assessment and Diagnostic Assessment	On the first day of their programme/during the first week of their programme.	IA Every Term DA - when the next level has been on IA has been met.	Every Term or on exit.	To determine a Learner's baseline functional skills level.

LEARNING JOURNEY	To be completed on the first day. During the first two weeks of their programme.	Every Term	Every term or on exit	To identify ILOS and Baseline scores and learning styles, To record and monitor ongoing progress
INDIVIDUAL Support plans **To Be shared with learner**	Induction Week -	Termly/ 12 weeks	on Exit	To monitor and record progress. To identify and monitor all personal, social, emotional targets
SEND Register	Once placement is confirmed	Every Term	on Exit	To identify needs for individual learners at each site to ensure support is provided to tutors and learners, to be used in review meetings.
LEARNER SUPPORT REVIEW	N.A	As needed	N.A	tutors to identify if the learner has additional needs to help support them during Educ8. Information to be given to DCM to present at SEND Review meetings.

Process	**Frequency**			**Purpose**
	Initial	**Intermediate**	**Final**	
Ongoing Monitoring and Reporting				
SEND LEARNER PROGRESS REPORTS	N.A	Half termly if learner has an EHCP	on Exit	To provide clear and accurate information to parents/carers and mainstream schools
LESSON OBSERVATIONS	N.A	1 full observation per academic year work scrutiny and learning walks to take place termly	N.A	To support tutor staff in working and supporting learners with SEND.
SEND LEARNER PROGRESS REVIEW MEETING **Learners within step 2 and step 3 Categories**	N.A	Once termly	on Exit	To provide clear and accurate information to parents/carers and mainstream schools and allow all involved to raise concerns or feedback on learners placement.

9.   Metrics

The following metrics will be recorded in relation to this policy:

- No. of Learners receiving support

- No. of Learners on the SEND Register

- No. of Learners with an active EHCP

- No. of Learners that are Able and Gifted

- No. of Learners with EAL

- No. of Learners classed as Looked After

10.   Quality Records

The following Quality Records shall be generated and managed:

Required Record	Custodian
Completed D0061QT Learner Journeys	Head of School
Completed F0043QT Individual Support plan	Head of School
Completed T0091QT Progress Trackers	Head of School
Completed **** EHCP Placement Review	Head of School

11.   Form(s)/Template(s)

There following form(s)/template(s) are required for this document:

Form Number	Title
F0043QT	Individual support plan
T0091QT	Progress Tracker
D0061QT	Learner Journey
	EHCP Placement Review

APPENDIX 1 - EHCP Application Process

The EHC process consists of the following stages:

1. Request for Statutory Assessment made (Received by Special Education Service, logged and acknowledged by letter)

2. A Statutory Assessment Request Decision (SARD) Meeting takes place (LA considers requests. For those granted, advice sought with regard to education, health and care. Introductory Meeting arranged with family) If request granted

3. An Education Health and Care Inclusion Officer is allocated. An Introductory Meeting takes place. The Assessment process is explained to the young person and the family. Relevant professionals are asked to complete advice and to submit within a 6-week timescale to SES. If a request is refused A Family Meeting takes place. LA representatives explain to the family why the request has not been granted. There is then an explanation given about support that is available through The Local Offer. Information is also provided regarding mediation and the SEND tribunal process.

4. An Integrated Assessment Meeting (IAM) takes place after advice from professionals has been received and a "Findings of the Statutory Assessment (FOSA)" document has been compiled.

5. The Resource Allocation Panel meets to decide whether an EHCP is required to make the provision necessary to achieve the outcomes that have been identified for the young person. If an EHCP is required, the level and types of funding and placement will be decided.

6. Draft EHC Plan issued to Parents/ Carers (with no named placement at this stage) informing them that they have a 15 day period within which they can give their views and/or make any representations on the content of the plan and to express any preference they have for a placement.

7. Final EHC Plan is issued and an Implementation Meeting is held by the relevant school or setting in order to plan the short-term targets, support and monitoring arrangements to assure the outcomes identified in the young person's EHCP.