



The Big Step

SEND Policy

Version: 2.3

The SEN policy will be reviewed annually, or more regularly in light of any new significant development.

Reviewed yearly by:	
Manager	Dan Leverton
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1. Introduction

'The Big Step' are committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of all of our students. Every student is valued and diversity is celebrated. 'The Big Step' provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the students

to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

'The Big Step' Education works with a number of comprehensive schools, academies and other PRUs, which means that it admits pupils of all abilities. Placements are initiated by the feeder school and agreed in an initial meeting hosted by a 'The Big Step' representative. Schools or agencies who are wanting to admitted pupils who have special needs, including some children who have EHCPs must inform 'The Big Step' at the initial meeting and pass across all the relevant information that will help 'The Big Step' support their student. 'The Big Step' does not have a 'Special Unit' but a high number of staff to pupil ratio.

'The Big Step' policy is to meet SEND in various ways:

- One of our main aims is to enable pupils with special educational needs to take a full part in all lessons and activities at 'The Big Step'. 'The Big Step' is very proud of its ability to include all and those with any special needs are not separated in any way from other pupils, they are in mixed groups for the majority of subjects
- 'The Big Step' will endeavour to work with the mainstream schools specialist, gaining valuable insight from the trained experienced staff who remain responsible to resource the young person
- 'The Big Step' provide the opportunity to withdrawn young people from some classes for individual key worker meetings
- All teaching groups are smaller in size with extra support staff and extra learning support

2. Objectives

The SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014) and aims to:

- Ensure the Equality Act 2010 duties for students with disabilities are met
- To enable students with special educational needs to have their needs met
- To take into account the views of the students with special educational needs
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods

3. Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum.

This may be ongoing or for a limited time. We regard pupils as having a Special

Educational Need if they:

- A. Have a significantly greater difficulty in learning than the majority of pupils of the same age
- B. Have a disability which prevents or hinders him/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
- C. A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

'The Big Step' will endeavour to support all students regardless of need including students with English as an Additional Language (EAL).

'The Big Step' will;

- Work alongside the feeder school to ensure 'The Big Step' are able to meet the needs of the individual
- If additional intervention is required this will be the responsibility of the feeder school
- For students with EAL, the feeder school will be expected to identify an appropriate method of communication in order for the student to engage and reach his or her full potential, this could include a translator, specific training for staff or a staff member from the feeder school
- In the event that 'The Big Step' feels they are unable to reasonably meet the needs of a student with EAL resulting in a place being withdraw , 'The Big Step' will discuss this fully with all parties involved and explain our findings in detail

4. Identification

In the main all assessments of young people are made at their mainstream school before attending the 'The Big Step' provision. If 'The Big Step' staff highlight any additional need, discussions about the student will take place with the appropriate SENCO throughout the package. Any assessments that are made on 'The Big Step' site and by the (school's) educational psychologist will be coordinated by the mainstream school. Records of all young people's needs are kept in individual folders.

5. EHCP

If a child's needs are such that they might need an EHCP 'The Big Step' will highlight this to the appropriate personnel at the mainstream school and it is their responsibility to then make an application to the LA. An application for statementing can be made by a parent or the school. If an EHCP is issued 'The Big Step' will endeavour to meet the student's needs, where 'The Big Step' cannot do this, 'The Big Step' will highlight this to the feeder schools SENCo.

6. Curriculum and Classroom Organisation

Support may be provided in four ways:

1. By keeping some teaching groups to a small size so that more help can be given to individuals
2. By withdrawing some pupils from particular lessons so that they may receive individual or small group tuition
3. By giving support to individuals in a normal lesson by providing a teaching assistant who can give particular help

Children with Special Needs will not be separated in any way from the rest of the school: they will be integrated in all subjects.

All children follow the National Curriculum although some adjustments may be made to accommodate a particular special educational need.

7. Evaluation

The school's policy is judged by the progress made by individuals: all pupils with EHCP plans are regularly assessed as required by law. All students with IEP's have these IEP's reviewed every six months. Other pupils whose needs have been identified are also carefully monitored.

All the staff report regularly on every pupil's progress and other difficulties may be identified as a result. A very important aspect is the social adjustment of SEND pupils. Failure to make progress and frustration are common causes of antisocial behaviour and truancy and this is an immediate concern of the team of staff. This can be as true for the most able as well as the less academically able. Success in obtaining qualifications such as GCSE, and other national awards are an important indicator of the effectiveness of the policy and it is expected that progress in National Curriculum levels and tests is also an important indicator.

8. Complaints about SEN provision

Parents are encouraged to discuss any concerns with the Head of Education or the Head Teacher if necessary. The school has a complaints procedure and copies of it are available on request. In addition the Education Authority also has a system to allow parents to appeal regarding its responsibilities and there are further rights of appeal, finally an independent tribunal.