

POLICIES AND PROCEDURES

Special Educational Needs Policy

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Cross Reference	Admissions Policy, Complaints Procedure

Purpose of this document

The emphasis of our Special Educational Needs policy is to contribute to the early identification of any difficulties a child/young person (CYP) may have and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs.

Aspired Futures (AF) offers a unique service of one to one support to all CYP attending.

Details of Policy

AF aim to develop a partnership with parent/carers and will always consult with parents if we feel that a CYP is having difficulties.

A CYP's progress will be observed, monitored and recorded as appropriate. If an individual is placed on the Special Educational Needs Register at school, the CYP manager staff will liaise closely with the Special Educational Needs Coordinators on appropriate plans and targets for that CYP.

AF liaise with other professionals to ensure we are offering effective provision for CYP with special educational needs including the individual child's school and the Special educational needs and Disability service (SEND) .

AF Special Educational Needs Coordinators is Suzanne Williams, Children and Young People Assessment and Inter-Agency Manager (CYP Manager), who is available anytime Monday to Friday 9am - 6pm, Telephone number 01253 769755.

The SENCO Role is to:

- Ensure that the aims and objectives of the policy are reflected in the setting.
- Ensure that staff are familiar with and follow the SEN Practice as stated in the SEN policy (i.e. early identification of any difficulties, observation and assessment target setting.)

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- Ensure extensive Liaising with all CYP schools to support the work that is carried out in school and supported in AF to offer continuity and extra opportunities for further educational support to be done specifically with each individual CYP.
- Promote effective relationships with parents/carers of children with special educational needs and involve parents and carers with children's individual learning planning and review meetings.
- Liaise with other professionals and agencies.
- Promote staff development in relation to special educational needs and ensure appropriate special educational needs training for staff.
- Monitor the SEN policy and set dates for review and evaluation.
- Contribute to any written reports to parents on the SEN policy.

Admissions Policy

- When a referral comes in to AF it will be discussed in the next Development Team meeting to identify the support required and how we can best meet the CYP's needs.
- The Children and Young People Assessment and Inter-Agency Manager (CYP Manager) will contact the referrer to discuss the referral further (if not already done so prior to referral arriving).
- An appointment will be made by the CYP Manager to visit the family to discuss the support needed and explain to them of how AF could help if they would like to access the service.
- If the CYP shows an interest the CYP Manager would set up a first introduction visit to Kensington Resource Centre. If the parents/carers do not show an interest at his point however do not object to their CYP attending then the CYP would be offered the opportunity to come on their own and have a look around the centre and meet informally the AF team.
- A taster session would then be arranged for the CYP with the CYP Manager transporting the CYP to and from the house.
- Following these visits the parent/carer and CYP would be given a date and time to start at the appropriate therapeutic play and leisure sessions, depending on the needs assessed at the Development Team meeting.
- The original referrer will be contacted following all visits to update them and to inform them of when the CYP will start the provision.
- Regular contact will be made with the original referrer throughout the CYP's journey with AF.
- Throughout the initial admission and settling in stage the CYP Manager and all other relevant AF staff will follow the procedures outlined in the Six Stages of Induction/Support Services - <http://www.aspired-futures.com/more/induction>

Exit Procedure

If and when the AF team, all agencies involved, their parent/carer if appropriate, and the young person or child all agree that the CYP is now able to thrive and make positive life choices leading

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them to become independent contributing citizens, then the child or young person will exit our service.

Graduated Response - Identification, Assessment and Review Arrangements.

AF will endeavour to follow the SEN Code of Practice 2015 as outlined below.

The Code of Practice sets out a graduated response with four stages of action: assess, Plan, do and review:

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Where it is decided to provide SEN support, and having formally notified the parents, (see above), the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

During the individual child's AF Therapeutic session they will be supported by a team member or volunteer throughout the session, each team member and volunteer will liaise with the CYP manager (SENCO) and the AF Learning to Love Learning (LLL) project manager (if child/young person is accessing LLL) to ensure they are fully informed about the child's needs, their response to actions taken, in problem solving and advice on effective implementation of support as and when needed. AF continuously liaise with all the children and young people for their views around their educational needs as well as social and emotional needs.

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Review

The effectiveness of the support and its impact on the child/young person's progress will be reviewed with the LLL project manager and SENCO working with the child/young person their school and parent/carer.

AF along with the child, parents and school will agree any changes to the child's support package in light of their individual progress and development. Parents are made fully aware of the impact of the support and are involved through individual meetings and multi-agency meetings planning the next steps for their child.

(This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times)

The graduated approach will be led by the AF SENCO working with and supporting the individual practitioner in the setting, AF will liaise with Blackpool's Special educational needs and disability service for advice as and when required in line with any advice and support offered by children and young people's schools. For any children under 5, AF will refer to the EYFS materials, the early years outcome guidance and early support resources alongside the child's nursery provision.

AF are committed to liaising with cyp schools and professionals involved with each child/young person including the SEND team, educational psychologists, clinical psychologists, CAMHS

The SENCO and all other Operational AF team member should collect all known information about the CYP and seek additional new information from the parents. In some cases outside professionals from school, health, social services or the education service may already be involved with the CYP.

The Educational Psychologist can have a key role in assessment and intervention when providing support and advice to parent/carers. Where these services and professionals have not already been working with practitioners, the SENCO should contact them if parents agree in writing.

AF will ensure that parent/carers are as fully involved as possible with their CYP's learning and development and will always be kept fully informed about how the AF team is seeking to meet their CYPs needs.

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The SENCO and key worker, in consultation with parent/carers and the individual child's school will decide on the ACTION needed to help the CYP progress in the light of their earlier assessments.

The Action should enable the CYP with Special Educational Needs that have been identified, to develop socially and emotionally to their full potential (learn, develop and progress to the maximum possible). The key lies in effective individual Learning plans for each individual CYP's social and emotional needs.

AF individual and priority resource is one to one support for all CYP attending the provision. This enables the team to plan for intervention and monitor its effectiveness. This can include the provision of different learning materials or special equipment. Staff may be able to access training to introduce strategies that are more effective. Through liaising with it may be possible to provide effective intervention without the need for regular or ongoing input from external agencies.

The referral process to access service and support for CYP with special needs:

A referral will be made following the Special Educational Needs Code of Practice 2015, to the Special Educational needs and disability service.

Requests for Statutory Assessment

If the Aspired Futures team identify that through Plan, do and review, that an individual child has not made expected progress alongside any information gained from school, the CYP manager would ensure through all multi agency working that the child or young person's parents and school were made aware of any concerns and a request for the child or young person to be assessed by the local authority, Educational psychologist in school with the view to request an Education and health care plan.

The Aspired Futures Education project manager would provide evidence of the child or young person's academic attainments where able too if accessing our Learning to Love Learning project.

Planning the Early Years Curriculum

AF recognises that the arrangements have to be made to provide access for CYP with special educational needs to a broad and balanced curriculum.

The Early Years curriculum is concerned with:

- Identifying and planning to meet individual needs.
- Providing a well-balanced and structured environment with access for all CYP.
- Providing a wide range of resources, activities and equipment.

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- Access to different types and levels of interaction and communication.
- Identifying any specialist skills methods or strategies.

When considering and planning the needs of CYP with special educational needs, we ensure that they have equal access to the learning opportunities, experiences, activities and resources that our setting offers.

Differentiated learning targets are set in line with schools suggested targets.

Organising the learning environment to ensure learning opportunities for all CYP

- Reasonable physical changes will be made within AF groups to ensure that CYP with Special Educational Needs are included.
- Differentiated play equipment and learning activities will be made available.
- Where appropriate, different communication systems will be used.

Aspired Futures Learning to Love Learning Programme

For each child identified within our LLL (Learning to Love Learning) programme, the Education Project Manager writes a learning plan, a learning log and an education report.

The aim of the learning plan is to identify, in consultation with the child's school, the main areas of learning to focus on. It contains the headings: targets/ learning outcomes, notes on progress, evidence and date achieved. This document is kept as an internal working record of educational plans and progress.

The aim of the learning log is to record the work covered in each LLL session, detailing the specific activities and learning that has taken place as well as notes on progress made and comments on the attitude and behaviour of each child within the session.

The aim of the education report is to present to multi agency meetings, summarizing the number of LLL sessions, the nature of intervention, the educational goals and details of intervention. It goes on to report on progress achieved and the suggested next steps in learning. This document has a final section, "feedback from child's school in relation to child's learning". This is intended to form part of the assessment for learning, to gather information on the learning that has taken place and to shape future learning plans.

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Allocation of resources (staff and equipment)

Staff are deployed on a one to one ration throughout the Therapeutic sessions in order to ensure that all CYP, including CYP with Special Educational Needs can access the environment and learning opportunities.

We provide a range of equipment and resources which aim to meet a range of individual needs. Parents/carers and professionals will be consulted about any need for additional specific pieces of equipment required to meet any CYP's needs identified.

Monitoring and Evaluating the Special Educational Needs policy.

The Special Educational Needs policy and procedures will be monitored and evaluated yearly. However, if during that time any changes cause a need to review the policy and procedures, the SENCO and all staff will be responsible to review it immediately.

Points to consider when reviewing:

- How well the identification procedures have enabled us to attend to CYP with difficulties and to put appropriate observation and assessment procedures in place.
- How efficient record keeping has been in ensuring access to a broad range of experiences and learning activities with other CYP.
- How well parent/carers have been informed about their CYP's progress and how effective they feel it has been.
- How the team feel about the procedures of early identifications, assessment and planning in relation to special educational needs.
- Effectiveness of liaising with schools mainstream and non-mainstream.

Special Educational Needs training

All staff will have the opportunity to attend any Special Educational Needs training made available to the team (if appropriate). AF SENCOS will attend specific SENCO training and update when appropriate.

All staff members are encouraged to identify training opportunities for the team. The senior management team will identify areas of need for training and depending on budget, will endeavour to facilitate as much as possible to ensure a multi skilled and up to date team.

All staff must adhere to the Code of Practice 2015 and follow the Blackpool Special educational needs and Disability service (SEND) guidelines and advice.

Partnership with Parents

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- All parents/carers are given information regarding all policies, including AF Special Educational Needs policy when completing AF initial Assessment form, following a referral for their CYP.
- AF recognises the importance of developing relationships with parents and see them as partners in the education, learning and development of children with special educational needs.
- All parents/carers will always be consulted if a CYP is identified as having difficulties or additional difficulties other than originally identified when being referred to AF.
- We will always gain written permission from parents before contacting outside agencies about a particular CYP. (Check registration form and also inform parents of the parent partnership details).
- Parents/carers will always be involved in any discussions and decision making in relation to the educational provision and arrangements made to meet the CYP's individual needs.
- Parents will be made aware of the local authority Special Educational needs and Disability service and the Local offer.

Complaints Procedure

AF adheres to a Complaints policy and procedure. Information for parents/carers regarding the policy and procedure can be found on the AF initial assessment form which is completed with all parents/carers when a CYP is referred to AF and before they begin any session.