



# **Manchester Young Lives**

## **Special Educational Needs (SEN) Policy**

Policy Reviewed	April 2021
Reviewed by	Central Office
Review Date	April 2023

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## **1. INTRODUCTION**

Manchester Young Lives Independent School has a cohort of students with a range of levels of attainment, however most come to us with low starting points. The school focuses on supporting Key Stage 3 & 4 students who have been excluded from or are at risk of exclusion from mainstream schools in Manchester, being referred directly via Manchester Secondary Pupil Referral Unit (PRU).

Given the nature of our students, they are all classed as having some level of social, emotional or mental health (SEMH) difficulty and for that receive a K code designation on the SEND register. Additional to that some of our students have other learning needs, including those with EHC plans, and present differing specific SEN. This information is available in our SEN information report.

The school has due regard to the code of practice in the Special Educational Needs and Disability Code of Practice (2015), the Children and Families Act (2014), The Equality Act (2010) AND the Schools 0-25 years SEND Code of Practice (2014).

## **2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Students have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of young person the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for young person of the same age in schools within the area of the Local Education Authority.

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

## **3. SEND PROVISION**

MYL will do its best to ensure that teaching and support staff are able to identify and provide for those students who have special educational needs (SEND) to allow those students to join in the activities of the school, so far as is reasonably practicable.

The school will have regard to the SEND 0-25 Code of Practice (2015) when carrying out its duties toward all young people with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents and carers plays a key role in enabling young people with special educational needs to achieve their potential. The school recognises that parents and carers hold key information, have knowledge and experience to

contribute to the shared view of a young person's needs and the best ways of supporting them. All parents/ carers of young people with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of provision would help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

#### 4. CO-ORDINATION OF SEND PROVISION

In order to help students with special educational needs, the school will adopt a graduated response that recognises there is a continuum of ability. The MSPRU SEND Offer, which we form part of, follows a graduated three-tiered framework approach to differentiating levels of need, consisting of:

**1. MSPRU Universal Offer** – primarily classroom-based approaches designed for the benefit of all young people, all of the time. These approaches include:

- A nurture-based approach to learning
- Small group setting with high staff to young person ratio
- Specialist staff, consisting of subject specialist teachers, qualified youth workers, support staff and teaching assistants
- Personal support and development programmes, including PSHE and social and emotional aspects of learning [SEAL]
- Additional elements of the curriculum, including outdoor pursuits and creative projects
- Enrichment activities
- Individual learning plans for every young person
- Regular mentor support and half-termly review sessions
- Regular parental contact regarding engagement, progress and achievement
- Personal transition plans for every young person

**2. MSPRU+ Support** – additional school-based and external agency approaches for small groups of young people, provided on a short to medium term to address specific barriers to achievement. These approaches include:

- Specialist teaching staff, including SEND teachers and teachers with experience and knowledge of SEND needs and strategies
- Literacy and Numeracy intervention and catch-up programmes

- Specialist interventions
- Adjusted timetables or methods of working

**3. MSPRU Intensive** – additional school-based and external agency approaches for those young people who need further specialist support and long-term educational planning due to their SEND needs. Young people with an Education, Health & Care Plan [EHCP] are also designated at this stage. Further details are in sections below.

The school will record steps taken to meet the needs of individual students. The school will appoint a member of the team as a the MYL SEND Lead, who works in conjunction with the appointed school SEN Co-ordinator (SENCO) who will have responsibility for ensuring that the records are kept and available as needed. All teachers and support staff have regular SEND training and are thus part of the SEND team.

The role of SENCo and SEND lead will include:

- Overseeing day-to-day operation of the school's SEN policy
- Co-ordinating provision for students with special educational needs
- Liaising with and advising fellow teachers
- Overseeing the records of all students with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Responsibility for maintenance and review of the SEN Register
- Arranging and chairing Annual Reviews
- To attend multi-agency meetings as required
- Liaising with external agencies, including Educational Psychology Services, Health and Social Services and other relevant agencies

In all cases, the school will follow an Assess-Plan-Do-Review approach. After assessing each child, a SEND Support plan will be created to be followed, and monitored under regular review. This cyclical process forms the basis of the school's SEND provision.

## 5. ADMISSIONS

The school aims to adopt an anticipatory approach to the integration and participation of students and parents with a disability.

The school will assess each young person's current levels of attainment on entry in order to ensure they build upon the pattern of learning and experience already established during earlier years of schooling. If the student already has an identified special educational need, this information may be transferred from the previous school.

The SEND team will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the young person within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment
- provide regular feedback about the young person's achievements and experiences to form the basis for planning the next steps of the young person's learning

## 6. IDENTIFYING STUDENTS WITH SEND

Given that all of our young people are classed as having an additional need, in that they require support away from their home school, they are all placed on the MSPRU's SEND Register of Additional Needs as being at the second tier of provision, known as SEN Support (K code). This listing sits alongside a basic outline of the nature of their needs. The nature of such needs typically come under the umbrella term **Social, Emotional and Mental Health Needs** but often will also include **Cognition and Learning Needs**, which range from moderate learning difficulties to specific learning needs, such as Dyslexia or **Communication and Interaction Needs**, which require specialist advice and/ or input. Some young people may also have **Physical and Medical Needs**, including hearing and visual impairments.

**SEN Support** focuses on the four areas of SEND need mentioned above. They are:

1. **Social, Emotional and Mental Health Needs**
2. **Cognition and Learning Needs**
3. **Communication and Interaction Needs**
4. **Physical and Medical Needs**

When a young person identifies with special educational needs, interventions will be provided which are additional to those provided as part of the usual differentiated curriculum. This will be communicated with the relevant agencies, the child and their family/carers as a joint working strategy. The strategy will be detailed and recorded.

The triggers for intervention will be concern, supported by evidence, where the young person has:

- Declining, little or no progress even when teaching approaches target specific areas of weakness
- significantly slower progress than that of their peers starting from the same baseline
- Difficulty and poor development in some curriculum areas

- Persistent emotional or behavioural difficulties which fail to improve by the behaviour management techniques usually employed
- Sensory or physical problems, and continues to make little or no progress despite provision of specialist equipment
- Communication and/or interaction difficulties, and continues to make little or no progress despite the differentiated curriculum

In some cases outside professionals from health or social services may already be involved with the young person. Where these professionals have not already been working with the school staff, Manchester Young Lives may contact them if parents agree. The SENCO will support the further assessment of the young person, assist in planning future support in liaison with other colleagues and monitor the action taken. Teachers will be responsible for working with the young person on a daily basis, for planning and delivering an individualised programme. Parents/carers will always be consulted and kept informed of the action taken and its outcome.

## 7. FURTHER EXTENDED SUPPORT

A request for support from external services is likely to follow a decision from the home school, or the SENCO and colleagues, in consultation with parents. External support services will usually see the young person so they can advise teachers on new strategies, provide more specialist assessments to inform planning and measure progress, give advice on use of specialist strategies or materials and in some cases provide support for particular activities.

The triggers for external and further support beyond that described above are when the student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of students of a similar age
- Continues to have difficulty developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of others, despite having an individualised behaviour management programme Has sensory or physical needs, requiring additional specialist equipment or regular advice/ visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets set and achieved.

The resulting SEND support plan will set out fresh strategies for supporting the student's progress. These will be implemented, at least in part, in the normal

classroom setting. The delivery of interventions recorded in the SEND support plan continues to be the responsibility of the class teacher.

## **8. APPLICATION FOR EHC PLAN**

Where a request for a statutory EHC plan or assessment is made by the school to the LEA, the young person will have demonstrated significant cause for concern. The LEA will need information about the young person's progress over time and will also need documentation in relation to any special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through the steps taken above.

The information may include:

- Individual education plans for the student
- Records of regular interviews and their outcomes
- The student's health, including medical history where relevant
- NC levels/ attainments in literacy and numeracy
- Educational and other assessments, e.g. from an advisory specialist
- Support teacher or educational psychologist
- Views of parent/carer and young person
- Involvement of other professionals, e.g. health, social services, educational welfare

Statutory assessment or an EHC plan involves consideration by the LEA, working co-operatively with parents/carers, the young person's school and, as appropriate, other agencies, as to whether a statutory assessment of the young person's special educational needs is necessary.

The young person who possibly needs assessment will be brought to the attention of the LEA through a request from the school, a parent or referral by another agency. Where the evidence presented to the LEA suggests that the young person's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to schools, the LEA will consider the case for an EHC plan of the young person's special educational needs.

The LEA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the young person's special educational needs is such as to require an EHC plan.

Information must be taken into account about the services available to help the young person in their area (The Local Offer). Manchester Young Lives has a responsibility to keep aware of the services available in the Local Offer and this is done so by the SEND team and disseminated down the individual sites and staff.

All students with education, health and care plans will have short-term targets set for them that have been established after consultation with parents/carers and student. These targets will be set out in a SEND support plan and be implemented, at least in part and as far as possible in the normal classroom setting.

All statements must be reviewed at least annually with parents/carers, student, the LEA, the school and professionals involved with the student. Amendments to the description of the student's needs or to the special educational provision specified in the EHC plan should be considered. The annual review should focus on what the student has achieved, as well as on any difficulties that need to be resolved.

## **9. EVALUATION**

The success of the SEN Policy will be evaluated in a number of ways. The key indicators will be

- Evidence of student progress through the school's assessment and reporting procedures, screening and diagnostic assessment.
- A designated member of the governing board having responsibility for checking the effectiveness of the School's SEN policy
- For EHC plan students, the achievement of targets laid down in the Annual Review
- For students on the SEN information report, achievement of targets in their Individual Action Plans
- Evidence of updated procedures in line with the Code of Practice 2014 and the Special Educational Needs and Disability Act.