



# **ASPIRE: Lifeskills Learning Centre**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **INTRODUCTION**

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (June 2014)

All students attending ASPIRE: Lifeskills Learning Centre will have a Statement of Special Needs or an Education, Health Care Plan. Students will all have a diagnosis of autism; some may have more than one diagnosis. All students will be funded by their Local Authority.

### **GUIDING PRINCIPLES**

At ASPIRE: Lifeskills Learning Centre we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality; are entitled to a high quality education that will maximise their life chances.

All students are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education, training or supported living.

### **OBJECTIVES OF THE LEARNING CENTRE'S SEN POLICY**

We will ensure that every young person with SEN will have their needs met

through a rigorous programme of identification, assessment, planning and support.

To achieve this:

- The views of the students will be sought and taken into account
- Our parents have a vital role to play in supporting their child's education
- Our students will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The Learning Centre will manage its resources to ensure all students' needs are met
- Provision and progress for our students will be monitored and reviewed regularly by the SLT
- The Learning Centre will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy.

## **HOW THE POLICY WILL CONTRIBUTE TO MEETING THE OBJECTIVES**

The effectiveness and appropriateness of the policy will be continuously monitored by the SLT. The use of resources, identification, programme planning, effectiveness and quality of individual planning, student progress, student participation, parents as partners, statutory reviews, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the Learning Centre will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

## **THE ARRANGEMENTS THAT HAVE BEEN MADE FOR COORDINATING THE PROVISION OF EDUCATION FOR STUDENTS WITH SEN AT ASPIRE: LIFESKILLS LEARNING CENTRE**

The Learning Centre's provision for students with SEN will be coordinated by the Lead for SEN. They will meet regularly with visiting specialists (such as Speech and Language Therapists, Occupational Therapists) to discuss interventions and the progress of individual students. This information will be fed back to the Learning Centre staff team in regular meetings - to discuss the support and interventions for each student. Where necessary their Individual Support Plan (ISP), Individual Learning Plan (ILP) Risk Assessments and/or student one-page

profile are updated after the meeting.

The Learning Centre seeks to comply with the 2010 Discrimination and Disability Act and each year will carry out a review of practice and produce a Disability Discrimination (DDA) plan.

## **IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

All staff at the Learning Centre are responsible and accountable for the progress and development of all the students. Where a student is not making adequate progress, the staff team, parents and visiting specialists will collaborate on problem-solving, planning support and teaching strategies for individual students. High quality teaching, differentiated for individual students, is the first step in our Learning Centre's response to students.

The identification of SEN will be built into the Learning Centre's overall approach to monitoring the progress and development of all pupils.

## **ONE PAGE STUDENT PROFILE**

These provide a summary of the initial assessment showing the young person's strengths and areas for development, broken down into different areas of functioning including academic, social communication, independence and emotional regulation.

## **MEETING TO REVIEW PROGRESS**

These are held termly and may be combined with an annual review or LAC. At the progress meeting we celebrate achievements, evaluate progress and recommend targets for any areas for development.

## **COLLABORATION WITH PARENTS**

All parents are invited in to the Learning Centre within the first few months after the young person has been admitted, for the initial assessment meeting. Here information from the base line assessment and views about how the young person is settling in are shared. Ways forward and targets for the term are agreed and achievements are celebrated.

There are termly parent review days where parents can meet with the class

teams and the SLT to discuss outcomes and next steps. Each student has an Annual review and for some there is the six monthly LAC or CIN review. In addition to these formal meetings parents can contact the Learning Centre at any time to raise issues or to arrange a meeting with key staff.

Clear communication with parents and carers is essential to our students; and families are asked which method of keeping in touch they would prefer. All students have a home/school book which goes from the Learning Centre to the home, so that all parties receive clear information about how the young person is progressing in each area of their lives. Learning Centre staff are also happy to make contact by email or telephone.

## **INDIVIDUAL LEARNING PLAN**

A student's Individual Learning Plan is the cornerstone of the personalised educational programme tailored to meet the specific needs of an individual student. The plan will identify the student's strengths and interests (and targets to build on these) as well as targets for development to minimise any areas of difficulty. The plan therefore focuses on those areas of functioning that, with further assistance, will most benefit the student. The plan recognises the student's individual learning style and therefore focuses not only on what should be taught but also on how it should be taught. Rather than having a pre-determined timetable our Learning Centre offers a range of opportunities for students. The curriculum and timetable is adapted according to the opportunities that best meet the learner's interests and needs.

## **LEARNING JOURNALS**

All students have a Learning Journal that contains evidence of achievement of key milestones. The evidence may be a piece of work or a photo with the date and objective.

## **PROGRESS REPORT**

This report provides a brief highlight of what's working well and action plan to address areas not working so well. The report also clearly presents progress against targets agreed in the Individual Learning Plan. Each student's progress (as opposed to achievement) is RAG rated (Red, Amber, Green) so parents can easily see how their child is progressing. For example green is expected progress or above, amber is some progress but less than expected, red is little or no progress. Progress is discussed at termly progress meetings. The report for the annual review is more detailed and includes the overview of progress over the year in all areas.

The Lead for SEN ensures that those teaching or working with the young person are aware of their needs and have arrangements in place to meet them. The Learning Centre will ensure that staff monitor and review the student's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a student's SEN change, the Local Authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

## **ACCESS TO THE CURRICULUM**

We expect our staff team to set high expectations for every student and aim to teach them a broad, balanced and relevant curriculum, whatever their prior attainment. Staff will use appropriate assessment to set targets which are challenging but achievable. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving. In many cases, such planning will mean that our students will be able to study a varied and stimulating curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

We make every effort to make adaptations to the curriculum, teaching and the learning environment to meet the needs of individual students; and, where appropriate, as part of the planning for the student we provide access to ancillary aids and assistive technology.

## **PREPARING FOR ADULTHOOD (TRANSITION)**

We help our students to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our students to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with students and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for students
- Helping students and parents understand and explore how the support they receive in the Learning Centre will change as they move into different settings; and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEN Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education - specifically choices about what qualifications or programmes of study would be most appropriate, the range of post-16 options which may be available and the longer term outcomes that the young person wants to achieve in their adult life.

### **EVALUATING THE SUCCESS OF THE EDUCATION WHICH IS PROVIDED AT ASPIRE: LIFESKILLS LEARNING CENTRE**

We publish information on our website about the implementation of the Special Educational Needs policy. The information published is updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

As stated previously, the Learning Centre will continuously monitor and evaluate the working of the SEN policy, gathering information on the following aspects;

- The level of support students received and the amount of progress they make
- The 'value-added' data of student progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of student participation
- Relationships with parents
- The success of involvement of outside agencies
- The success of liaison with other schools.

Any complaints from parents concerning the provision made at the Learning Centre should be made through the Learning Centre's Complaints Procedures as set out on the Learning Centre's website.

## **ARRANGEMENTS FOR PROFESSIONAL DEVELOPMENT FOR ALL STAFF**

The professional development of all staff is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the Learning Centre
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the Learning Centre's Performance Appraisal process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the Learning Centre.

## **THE ROLE PLAYED BY PARENTS**

All parents and carers are considered to be our partners. They will be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment, and any related decision-making processes about special educational provision.

To make communications effective staff will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child

- Focus on the student's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

## **INVOLVEMENT OF STUDENTS**

The student's views will always be ascertained, but this may not be through direct discussion with them. Students will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued


## **EQUAL OPPORTUNITIES**

All students have the right to an inclusive education that offers excellence and choice. Teaching approaches and resources will enable all students to have equal opportunities to be included in the Learning Centre regardless of their culture, gender or religion.



## POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:... 

POSITION:.....DIRECTOR

DATE:.....1<sup>st</sup> July 2024

REVIEW DATE:....1<sup>st</sup> July 2025

FOR & ON BEHALF OF

ASPIRE: Lifeskills