



Studio @Deyes

Special Educational Needs POLICY

Origination	Authorised by	Issue No.	Page 1 of 4	Date
JPA	STUDIO BOARD	2		SEP 2018

Statement of principles

Studio@Deyes believes that all learners have the right to maximise their potential and achieve their personal best. Studio@Deyes recognises that all learners have learning differences and in recognition of this, aims to ensure equal access to the curriculum, services, resources and opportunities. The SEND policy at Studio@Deyes seeks to assess for differences and differentiate its provision to ensure that learners’ individual needs are met and all learners are enabled to achieve and progress. Learners’ participation and collaboration with parents and external agencies is seen as key to our SEND work.

The legal framework

This Policy is written taking into account the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014 and update January 2015) and Part 3 of the Children and Families Act 2014, and regulations associated with this; The SEND regulations 2014, The SEN (Personal Budgets) Regulations 2014, the Order setting out transitional arrangements and the Equality Act 2010. 1.2.

Learners with specific educational needs

Learners have specific educational needs if they have a learning difficulty which requires specific educational provision to be made for them. Learners have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of learners of the same age or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for learners of the same age in schools within the area of the local education authority.

Studio@Deyes recognises that English as Additional Language (EAL) is a distinct from SEND and therefore distinct provision is put in place for learners with EAL.

Aims

- To ensure that learners identified as having SEND are promptly assessed.
- To draw up negotiated SEND Support Plans with SMART targets detailing appropriate interventions, both internally and externally.
- To monitor and review learners’ progress and the impact of interventions revising SEND Support Plans as necessary.
- To communicate and coordinate regularly with parents on interventions undertaken and their progress.

Origination	Authorised by	Issue No.	Page 2 of 4	Date
JPA	STUDIO BOARD	2		SEP 2018

Roles and Responsibilities

Learners

- To actively participate in their learning at all levels, including negotiating targets for progression and engaging in systems for review and reflection of progress.

Parents and Carers

- To engage with Studio@Deyes and the support programme of intervention through regular communication and support their child’s progress.

Tutors/Coaches

- To ensure that all learners who are considered to have some specific learning differences are referred to SENCO in timely manner.
- To contribute to learner’s SEND Support Plan and the negotiation of SMART targets of intervention and the systems of reviewing these.
- To partner with the SENCO in developing/implementing appropriate interventions in the classroom and ensure quality first teaching is in place.
- To plan and deliver differentiated support enabling learners full and equal access to the curriculum.

Curriculum Leads

- To ensure that Schemes of Work meet the specific needs of those with SEND.

Specific Educational Needs Coordinator (SENCO)

- To oversee SEND provision
- To source Common Assessment Form or existing information on learner from previous education institution.
- To deal with all referrals from tutors in a timely manner.
- To liaise with the Educational Psychologist to ensure that all learners are promptly assessed where necessary.
- To collaborate with both Educational Psychologist and tutors to implement specific strategies and devise resources to support learners in the classroom.
- To ensure that programmes of intervention are reviewed and revised.
- To work with tutors and curriculum leads to develop resources to support learning.
- To develop partnerships and collaborate with external referral agencies.
- To deploy staff and resources appropriately according to the needs of the learners

For Leadership Team

- To ensure statutory requirements are met by SENCO.
- To ensure CPD is available to staff enabling them to be informed as to how best to meet different learners’ needs.

Origination	Authorised by	Issue No.	Page 3 of 4	Date
JPA	STUDIO BOARD	2		SEP 2018

Identification and Assessment

- Learners who are thought to have SEND are identified, referred to the SENCO and assessed by the SENCO and/or Educational Psychologist as soon as possible.

Referrals can come from:

- Vocational Skills tutors'/class teacher request
- Student self-request
- Parental request
- Upon level identified through initial assessment.

In class provision

- SEND Support Plans detailing appropriate SMART negotiated targets, strategies and interventions.
- Reviews of SEND Support Plans and strategies.
- Differentiated support and resources planned and delivered.

Out of class provision

- Learners to meet with Educational Psychologist where referred
- Withdrawal for small group (Basic Skills etc.)
- Pastoral support programme
- 1-1 Learning Mentoring/coaching

Recording of information

All information and data relating to referrals, assessment, SEND Support Plans and reviewing of SEND Support Plans is to be collated and held centrally on shared area.

Origination	Authorised by	Issue No.	Page 4 of 4	Date
JPA	STUDIO BOARD	2		SEP 2018