

**Special Educational Needs and Disability Statement**

2024/25

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| **Centre Name** | Larches Sports and Education Centre |
| **Approved/Reviewed by**  | Directors of Above |
| **Last Review Date**  | September 2024 |
| **Date of Next Review** | August 2025 |

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The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. Legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that ‘Statements of Special Educational Needs’, for those children with the most complex needs, have now been replaced with an ‘Education, Health and Care (EHC) Plan’.

More information regarding these changes can be found within the Government publication below:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

1.COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 – 25 (July 2014)
* Schools SEN Information Report Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions
* (April 2014)
* The National Curriculum in England: framework for Key Stage 1 and 2 (July
* 2014)
* Safeguarding Policy
* Accessibility Plan
* Teachers Standards 2011
1. AIMS AND OBJECTIVES

It should be stated at the outset, that Larches Sports and Education Centre (LSEC) will always follow the demands stipulated by the partner school/authority to any learner who has Special Educational Needs.

However, our aim at LSEC is to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs, in which all learners can thrive by paying attention to these specific areas:

* support individuals who need extra help and attention
* enable each learner to reach his or her full potential
* enable each learner to partake in, and contribute fully, to the centre
* endeavour to meet the individual needs of each learner
* develop a feeling of self-esteem within the individual
* foster an atmosphere in our centre, which will promote a happy, sensitive and secure environment to ensure a feeling of wellbeing
* provide for the learners individual needs by supporting them in various ways but always as an individual
* monitor closely those learners with SEN, to enable us to recognise, celebrate and record achievements
* provide access to and progression within the vocational courses together with English and maths.
* work with partner schools, parents and other agencies to provide support and opportunities for those children with SEN
* use a variety of strategies to facilitate meaningful and effective learning for all children
* provide support and advice for all staff working with learners who have Special Educational Needs
1. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At LSEC, we are aware that SEN is divided into 4 types:

* Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
* Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
* Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
* Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

*Behavioural difficulties do not necessarily mean that a child or young person has a*

*SEN and should not automatically lead to a pupil being registered as having SEN.*

*Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.*

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*

*Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not categorised as an SEN.*

**Disability**

Many children and young people who have SEN may have a disability under the

Equality Act 2010 – that *i*s *‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.* This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

At LSEC, we observe two key duties:

* we **will** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
* **we will** treat all disabled and young people equally
1. A GRADUATED APPROACH TO SEN SUPPORT

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. A register is kept of learners with SEN, as provided by partner schools. At LSEC, we will always act in accordance with the demands of the partner school and will always seek to be pro-active and liaise with partner schools to both assess and address the difficulties.

**SEN Support**

The support provided consists of a four – part process. This process is beyond our jurisdiction at LSEC but, nonetheless, staff are aware of the needs of individual learners and will always endeavour to engage in ‘good’ practice so as to support the young person.

* + Assess
	+ Plan
	+ Do
	+ Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are most effective in supporting the pupil to achieve good progress and outcomes.

**Assess**

Such assessment of SEN will be done prior to the learners attendance at LSEC.

Although this may be the case, such analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. In such cases, LSEC staff will liaise with partner schools, agencies to help inform the assessment of need.

**Plan**

Planning will involve consultation between LSEC, together with partner schools/agencies to inform of adjustments, interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Again LSEC will support, as and when required.

All individuals working with the pupil will be informed of the pupil’s individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

Tutors/Mentors remain responsible for working with the learner on a day-to-day basis. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided to the school by LSEC tutors/mentors.

**Review**

LSEC will support any reviews of a child’s progress, as demanded by parent schools.

**Referral for an Education, Health and Care Plan**

LSEC staff will again support partner schools, as well as parents, if a child has significant difficulties, and undergo a Statutory Assessment relating to an Education Health Care Plan.. This will occur where the complexity of need or, a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need is required. LSEC could and would play an intrinsic part in the formulation of the plan, if requested.

**Managing Pupils needs who are on the SEN register**

LSEC will be notified, by partner schools of all children on the SEN Register and we will be made aware of the key details relating to the learner including their areas of strengths and weakness, their outcomes and details of any other professionals who has had contact with the child.

LSEC staff will attend and input into the annual formal review meeting.

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1. SUPPORTING PUPILS AND FAMILIES

LSEC believe that a close working relationship with parents is vital in order to ensure that we are aware of specific details of individual needs and can support accordingly regarding personal, social and academic progress/targets.

This will always be carried out in conjunction with partner schools.

1. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

LSEC recognises that there are learners at the centre with medical conditions but they should be properly supported so that they have full access to their vocational education programme. Some children with medical conditions may be disabled and where this is the case, the centre will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

1. MONITORING AND EVALUATION OF SEN

To assist with the effective implementation of the policy, we, at LSEC, will:

* observe the child in the daily setting
* plan by the tutor to meet the child’s needs
* record progress
* records and evidence of the child’s progress towards improving behaviour
* discussions with the partner school about individual progress
* discussions with parents about the child’s progress
* discussions with outside agencies about the child’s progress

The success of the LSEC policy will result in the needs of all children with SEN being met by:

planning appropriate activity .

* regularly review
* consider the wishes of the child at an appropriate level.
* have a positive partnership with parents.
* have a positive partnership with partner schools
* support/being a part of a multi-disciplinary approach whenever possible.
1. TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All staff undertake induction on taking up a post, which includes discussing the needs of individual pupils

1. ROLES AND RESPONSIBILITES

The Special Educational Needs Co-ordinator (SENCO) for LSEC is **Paul Wallace**. The SENCo is responsible for:

* Writing and reviewing the SEN policy
* Overseeing the day to day implementation of the SEN policy
* Identifying, monitoring and reviewing pupils’ needs with LSEC staff, partner schools and parents
* Maintaining the SEN list
* Maintaining all SEN records, including the individual pupil files
* Organising and attending annual reviews of EHC plans, when requested
* Liaising with parents, outside agencies and other schools
* Administering submissions for special arrangements for statutory testing
* Managing and contributing to professional development of colleagues in areas of SEN support, including NQTs and students
* Advising on aspects of differentiation, teaching and learning styles and resourcing

The Designated Safeguarding Lead (DSL) is **Mr Jimmy Moon**

The Deputy Designated safeguarding Lead **(**DDSL) is  **Mr Nitesh Maru.**

1. STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEN register will be stored with their Pupil File

in locked cabinets. Any changes relating to SEN records will be shared and stored with partner school and, again, LSEC will act in accordance with the demands of the partner school. The centre has a Confidentiality Policy which applies to all written pupil records.

1. REVIEWING THE POLICY

This policy will be reviewed by the LSEC directors on an annual basis.