



Fast Progress Tuition

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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2024

Signed By:

Director

Date: 26.09.2024

To be reviewed annually or when
legislation/procedures requires earlier review

Fast Progress Tuition
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Statement of intent

Fast Progress Tuition (FPT) is a private Unregistered Alternative Provision. We are not a school and are not registered with the DfE. FPT regards the safety and well-being of our students as the highest priority and endeavours to uphold the same standards as establishments registered with the DfE. FPT are aware that a variety of different students attend: Electively Home Educated (parent referrals), pupils from a Partner School and pupils referred by the LA. Some of our students have experienced trauma in their family and school life and we will ensure that the safety and emotional well-being of our students will always be the primary consideration and any long term impact of any decisions will be carefully considered at all times.

FPT believes that all pupils 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.

This policy outlines the framework FPT will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, FPT aims to eliminate discrimination and promote equal opportunities.

FPT will work with the LA and Partner Schools in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- **A significantly greater difficulty in learning than most others of the same age.**
- **A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.**
- **Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.**

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following FPT policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Engagement Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Objectives

FPT is required to identify and address the SEND of the students that they support. Through the implementation of this policy, FPT will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access to FPT's curriculum.
- Ensure that pupils with SEND engage in the activities of FPT alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Work collaboratively with Partner Schools and the LA to ensure that student needs are met

3. Roles and responsibilities

The Directors are responsible for:

- Ensuring this policy is implemented fairly and consistently across the FPT.
- Ensuring the meets its duties in relation to supporting students with SEND.

The Directors are responsible for ensuring FPT offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the Directors will:

- Ensure FPT holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure the FPT works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure that FPT fulfils its statutory duties with regard to the SEND code of practice.
- Ensure that staff work with the SENCO at the Partner School or LA
- Ensure that procedures and policies for the day-to-day running of FPT do not directly or indirectly discriminate against pupils with SEND.

SLT will be responsible for:

- Collaborating with the Directors, as part of the SLT, to determine the strategic development of the SEND policy and provision at FPT.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working to ensure that FPT meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that FPT keeps the records of all pupils with SEND up-to-date, in line with the FPT's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, Partner Schools and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the FPT curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Collaborating with Mentors to ensure the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of SLT and the Partner School
- Keeping the relevant figures of authority up-to-date with any changes in engagement, academic and social developments and causes of concern. The relevant figures of authority including the Director.

4. Identifying SEND

With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, together with Social progress with the aim of identifying students who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

FPT plans, manages and reviews SEND frameworks across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5. Safeguarding

FPT recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by negative engagement such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

FPT recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such engagement, mood and injury relate to the students' condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by negative engagement such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Directors will ensure that FPT's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving

pupils with SEND, staff will have due regard for the procedures outlined in FPT's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes engagement or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with lead contacts at Partner Schools.

6. SEND support

FPT embraces duty to provide a broad and balanced curriculum, as far as possible, and recognises that high quality teaching, combined with a high standard of Mentoring, which is differentiated both academically and socially for individual students, is the first step in responding to pupils who have or may have SEND.

Teachers at FPT will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Work collaboratively with Mentors
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Seek advice from Partner Schools wherever necessary
- Use appropriate assessment
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Combine social and academic goals in regards to the progress and development of the students in their class.

If a Referred Child has been identified with SEND, FPT will agree an approach with the Partner School to meeting the student's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, FPT will discuss this with the Partner School or the LA and request specialist assessments from external agencies and professionals.

Where, despite FPT having taken relevant and purposeful action to meet the SEN of a student, they are not progressing, FPT, in consultation with parents and Partner Schools, will consider alternative provisions or strategies.

EAL

FPT is aware that there may be pupils at FPT for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL struggle to progress, it will not be assumed that their language status is the only reason; they may have SEND.

FPT will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance across FPT to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

FPT will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of FPT alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.
- Communicate with Partner Schools regularly so best outcomes for students is always achieved.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

7. Transition

FPT is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

FPT will work closely with Partner Schools and the LA to ensure that any strategies in place for student's are passed onto their future pathways. FPT will take an active role in any transition of its students to ensure a smooth transitions, and will fully support Partner Schools and the LA in that transition process.

FPT will attend reviews as required by Partner Schools and the LA and will ensure the provision of detailed reports and observations of progress and development.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.

- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, FPT will involve the parents and the students in discussions surrounding how FPT can best implement the plan's provisions to help the FPT thrive in their education, and will discern the expected impact of the provision on the student's progress.

8. Reviewing EHC plans

FPT will ensure that Teachers and Mentors monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

FPT will:

- Work collaboratively with the LA and Partner Schools to ensure the all required information is provided at annual review meeting

9. Supporting successful preparation for adulthood

FPT is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, centring on student aspirations, interests and needs, and will ensure that students are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education or reintegrating into full-time school.

10. Staff training and improving practice

FPT is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with FPT's CPD and Training Policy.

The Directors and SLT will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

11. Use of data and record keeping

All information about students will be kept in accordance with the FPT's Records Management Policy and Data Protection Policy.

FPT's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, engagement and development of all students.

- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

FPT keeps data on the levels and types of need within FPT and makes this available to the LA and Ofsted.

Confidentiality

FPT will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

12. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of students with SEND.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is September 2025.