



Bouncing Statistics

Overcoming the misunderstood conception

Special Educational Needs and Disability Policy

Lead member of staff: Ryan Blackwood
Legislation Status: Statutory
Revision Date: July 2024

Mission Statement:

National Context:

The SEN Code of Practice (September 2014) places responsibility on Local Education Authorities (LEAs), schools, parents, and other agencies to develop effective identification, assessment, intervention, and inclusive partnerships. The support for SEND pupils and their families stems from the recommendations of this document and individual school SEND policies. The SEND Code of Practice focuses on ensuring that students with special educational needs or disabilities achieve their educational goals and successfully transition into adulthood. We ensure our tutors are kept up to date with strategies to support SEND and always approach their teaching and learning with the phrase: 'all teachers are teachers of SEND'.

Whole company expectations:

All tutors, student engagement officers, and support staff should endeavour to assess and provide for pupils by doing the following:

- Informing class teachers and SENCo of results and/or behaviour indicating needs through school procedures.
- Taking responsibility for the implementation of SEND targets in sessions.
- Fully utilising pupil information when planning, particularly when selecting resources and equipment.
- Effectively liaising and dialoguing with the SENCo and support staff to ensure meaningful and cumulative support towards achieving individual targets.
- Effectively utilising all SEND information available to provide quality first teaching.
- Complying with requests for the completion of SEND assessments of all kinds, if required.
- Staying informed of up-to-date pupil SEND information and/or information regarding additional needs, such as the use of radio aids for hearing-impaired pupils.

Types of support:

- SEN Support (SS)
- Targeted SEN Support (TSS)
- Education, Health and Care Plan (EHP)
- Medical Support

Tutor and delivery staff duties:

- Ensure work is differentiated and share good examples within the company.
- Keep tutors and student engagement officers updated with changes in the SEND Code of Practice, SEND policy, procedures, or SEND Representative Advice
- Ensure that tutors and mentors complete and return SEND referral forms, assessment forms, LEA Audit assessment data, and any other requested assessment material.
- Liaise with class teachers, the SENCO, and schools to aid the early identification of SEND and referral to SENCO.
- Pass on relevant information to the school SENCO.
- Complete any requests for Annual reviews.
- Maintain up-to-date knowledge of the SEND Code of Practice 2014.
- Liaise with schoolteachers, SENCo, and tutor manager before sessions to ensure that quality, cumulative provision is received by pupils.
- Support an inclusive ethos throughout the company.
- Offer to attend relevant meetings and reviews.

Additional Guidance:

Please refer to the relevant local authority SEND Local Offer for further guidance. This will provide more specific information on the local provision and support available for SEND pupils.

This policy ensures that all staff members are aware of their roles and responsibilities in supporting the children/young people with SEND, aligning with the SEN Code of Practice 2014 and ensuring the best possible outcomes for these children/young people.