



Tuition, Medical and Behaviour Support Service

Special Educational Needs and Disability Policy

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The guidance should be read in conjunction with: Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations who work with and support students' and young people with special educational needs and disabilities July 2014

1. Basic Information about SEND provision

Principles and objectives:

At TMBSS we have agreed to the definition of SEND stated in the 'Special educational needs and disability code of practice: 0 to 25 years'

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For children under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraphs above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At TMBSS:

- We endeavour to monitor all students who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical development.
- We work closely with all parents to listen to their views so we can build on the students' previous experiences, knowledge, understanding and skills, so that they develop in all aspects of the curriculum.

- Parent/carer involvement and support is vital to the success of the education of the students' and especially those with SEND.
- We believe that all practitioners are teachers of students' with SEND and differentiate according to the needs of the students' in their care.
- Monitoring the progress of all students' is an ongoing process that enables early identification of any students' who may require additional or different provision to be made.
- We promote equal opportunities and try to meet the physical, emotional and intellectual needs of all our students'.
- Students' with SEND are fully integrated into the life of the Centres and the curriculum.
- We recognise the strengths of every individual as well as any areas for development, and ensure that everyone has the opportunity to contribute to the social and cultural activities of the Centres.
- Parents are encouraged to discuss any issues and concerns with Centre Managers, Senior Leaders including the SENDCo or the Head of Service.

Management of SEND

- Parents/carers will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child. Parents/carers will be invited to attend at least three extended conversations per year to discuss progress, any concerns and any future actions required to assist further progress.
- All students will receive a broad and balanced curriculum, relevant to their individual needs. Access to the curriculum is, therefore, carefully differentiated and progress monitored to ensure that success is achieved.
- All Teachers take account of the Inclusion Statement in the National Curriculum in England Framework December 2014:
 - 1) Planning lessons to ensure that there are no barriers to every pupil achieving
 - 2) Providing specialist equipment and different approaches where required
 - 3) Identifying potential areas of difficulty and addressing them at the outset of work.
 - 4) Taking account of the needs of pupils whose first language is not English.

- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual students.

Responsibilities:

The SENDCo is responsible for:

- writing and updating the SEND policy and SEND report;
- ensuring that the SEND policy is adhered to by Centre Managers and all other staff;
- ensuring that local authority protocol and paperwork is applied and completed accurately within all Centres;
- putting into place and monitoring systems that meet the 'Special educational needs and disability code of practice: 0 to 25 years';
- the overall monitoring of students who have SEND;
- the overall monitoring of the progress of students who have SEND;
- disseminating and training staff in SEND related issues.

The Centre Manager is responsible for the co-ordination of SEND provision in their Centre by:

- overseeing the day-to-day operation of the SEND policy;
- co-ordinating provision for students' with SEND;
- ensuring there is liaison with parents and other professionals in respect of students' with SEND;
- managing Teaching Assistants;
- advising and supporting other practitioners in the school;
- contributing to the CPD of the staff;
- ensuring that appropriate Pupil Centred Plans: are in place,
- ensuring that relevant background information about students' with SEND is collected, recorded and updated;
- liaising with external agencies including Local Authorities, Educational Psychology Services, and voluntary bodies.
- ensuring additional practitioners and teaching assistants are deployed appropriately
- engaging in multi-disciplinary/interagency co-operation to ensure provision meets the needs of the students with SEND. Working alongside: other schools; special schools; voluntary organisations; health and social departments; the local authority; SEN caseworkers; Education Access Team and health professionals.

The role of the Senior Leadership Team:

- to be involved in developing and monitoring the Policy and be up to date and knowledgeable about the provision.
- to continually monitor, evaluate and review the quality of SEND provision.
- to ensure SEND provision is an integral part of the School Development Plan.

- To make staff aware and hold them accountable for the fact that they are responsible for students with SEND

Admissions

The Admissions Authority for TMBSS is the Local Authority via the Independent Advice Forum formerly the Specialist Placement Panel.

Students who experience social, emotional, and/or mental health difficulties or have a medical condition that prevents them from successfully accessing mainstream school would be referred through an Education Access Officer with support from Educational Psychologists. Depending on age and nature of the student's difficulties they are placed in an appropriate Education Centre. Key stages one and two students benefit from a shared placement with their partner mainstream school. Key stage three undergo an assessment period, looking towards reintegration into a mainstream school or specialist provision if required. Key stage four largely focus on examination/careers programmes.

There is no self-referral system to the TMBSS and all referrals must be prioritised in terms of educational need. The Service is referral led and at times demand can outstrip supply. Referral to TMBSS is affected by a number of national trends, e.g. the increase in pupils with mental health difficulties and the higher level of students' with complex and long term difficulties within schools, for example ADHD, Asperger's, anxiety and depression, as well as the number of local permanent exclusions.

2. Identification, Assessment and Review

Identification and Assessment:

- All students are considered to be in the SEN support category (from 2014), owing to their referral to the Service as a result of the school's graduated response.
- All students have a pupil centred plan, which provides short term outcomes alongside strategies/provisions to implement in order to meet those outcomes. They are continually under review to ensure that the appropriate outcomes are set enabling the students to overcome their barriers to learning and therefore enabling them to make progress academically, socially and/or emotionally. The parents/carers and students are always made aware of these outcomes and can contribute to them at any time.
- In some cases it may be necessary for the Service to consider, in consultation with the parents and any outside agencies involved, whether an EHC plan is needed. We use the LA guidance to help make any such decisions. In such cases, if the students' needs are considered severe and complex, the LA. may issue an Education, Health and Care Plan.

Review:

- The Policy is subject to a regular cycle of monitoring evaluation and review.
- The Centre Manager ensures that all appropriate records are kept and are available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

Curriculum entitlement:

- All students are entitled to a broad, balanced and relevant curriculum, including National Curriculum. Refer to TMBSS Accessibility Plan.
- Progress is continuously monitored and recorded.
- All information gained is used to support planning in order to aid progress.

Inclusion:

We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and appropriate targets. Students have access to a broad, balanced and appropriate curriculum and there are systems in place to ensure early identification of barriers to learning and participation.

Evaluation procedures:

- The broad principles and objectives set out in the Policy lay the foundation for the criteria by which we evaluate the success of our Policy.
- SEND is part of our Service self-evaluation arrangements and is included as part of our Service Development Plan.
- Centre Managers monitor classroom practice and analyse pupil tracking data and test results, appropriate interventions are put in place if and when required.

Procedures for concerns:

- We endeavour to do our best for all students' but if there are any concerns we encourage parents/carers to approach the Centre Manager in the first instance. If the Centre Manager is unable to remedy the concern then parents can contact the Senior Lead for the Centre, the SENDCo and if necessary the Head of Service and a response will be made as soon as possible.
- Parents/carers are informed about the Independent Advice and Support Service, IASS, so that they can obtain support, advice and information if they wish.

3. Staffing Policies and Partnership with External Agencies

Professional development for staff:

- We plan for all staff to be involved with further training in line with the priorities identified in the Service Development Plan.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information, system or legislation.
- Key staff will attend relevant training and disseminate the details to all the staff as is appropriate. Individuals can also access training that is necessary for their professional development.

Support services available:

- Advice and support from outside agencies is available.
- We believe that effective action on behalf of students with SEND depends upon close co-operation between TMBSS and other professionals.

Links with other agencies:

- Liaison with receiving educational establishments is maintained to ensure students identified as having additional needs or requiring different provision have continuity of support.

Partnership with parents:

- TMBSS is committed to involving parents/carers whenever it is practicably possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND.
- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers several ways: through informal conversations; individual meetings; progress reviews and by using a home/school book as appropriate, this is mainly used in our primary centre.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting outcomes with appropriate intervention strategies to help the students' both in school and at home.
- Parents/carers are encouraged to use the IASS for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, Service, LAs and others. This is important as it assists students with SEND to achieve their full potential.

- We respect the differing perspectives of all parties concerned with the students with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barrier of their own.

Student participation:

- Students, who are capable of forming views, have a right to receive and make known information; to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the students in the Service are given due weight according to their age, maturity and capability.
- Students participate, where possible, in all the decision making processes, including setting outcomes and contributing to their pupil centred plans.

Exam access arrangements:

- The intention behind an access arrangement is to meet the particular needs of an individual candidate so that the candidate is not disadvantaged without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.
- Teaching staff alert Centre Managers if they feel a student will require access arrangements in order to access an exam. Centre Managers then inform the SENDCo.
- Exam access testing is conducted by either a specialist advisory teacher or the SENDCo.
- Applications for exam access arrangements for students who have diagnosed medical conditions are made by the SENDCo
- Supervised Rest Breaks (hereafter referred to as Rest Breaks) are a centre delegated Access Arrangement, that is to say that they are granted by the school in line with JCQ guidance. See appendix 1 for TMBSS policy on supervised rest breaks.

Transfer arrangements:

We have procedures in place to ensure that transfer arrangements take place with ease and perceived in a positive light, by all students. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the students.

Other key documentation:

Read this policy in conjunction with the following documents:

Joint Council for Qualifications: Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments 2023-2024 version

Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations who work with and support students' and young people with special educational needs and disabilities July 2014

TMBSS Policies:

Accessibility Policy

Equality Policy

The Equalities Act, Special Needs and Access Arrangements

Appendix 1.

Guidance for Supervised Rest Breaks

Supervised Rest Breaks (hereafter referred to as Rest Breaks) are a centre delegated Access Arrangement, that is to say that they are granted by the school in line with JCQ guidance. The latter requires that ‘..the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties. (The candidate is disabled within the meaning of the Equality Act)’.

Furthermore it must be ‘..his/her normal way of working within the centre’ and ‘..the candidate’s difficulties must be established within the centre..’.

For the school to consider granting rest breaks for a long term condition, evidence will usually be required that a student is receiving clinical care at a consultant level, and that he or she is requiring rest breaks on a day to day basis beyond those normally provided by morning break and lunchtime.

Only in exceptional circumstances will a student have rest breaks and extra time together. In this case it may be necessary to vary the arrangements shown on the next page.

We would expect that in each year group being examined the number of students who qualify would be likely to be in low single figures in any academic year. Rest breaks do not usually ‘roll forward’ from one year to the next, and a new assessment may be required for each year in which they are requested.

The decision as to how rest breaks are to be applied in practice lays with the school. They must not be seen to unfairly advantage any student. Therefore, TMBSS follows the following guidelines

Length of exam	<1h*	1h	Up to 1h30	Up to 2h	Up to 2h30	Up to 3h
Maximum total length of rest break(s)	0	10m	15m	20m	25m	30m
Maximum number of rest breaks **	0	1	2	2	3	3

*Rest breaks may not normally be taken in exams lasting less than 1 hour

** For example in a 2 hour exam a student may take up to 2 rest breaks totalling 20 minutes, NOT 2 rest breaks of 20 minutes each

NB

1. Rest breaks are granted on the timetabled length of the exam.
2. Rest breaks may not be taken in the first or last 20 minutes of any exam.
3. Students may not have access to question papers/answer booklets during a rest break – this is a JCQ regulation.
4. Students are normally expected to remain at their desk during any break – again this is a JCQ regulation.

Note that in an emergency rest breaks may be granted to a candidate on a temporary basis, for example because of a medical crisis – this will be at the sole discretion of the Examinations Officer, and all the conditions listed above will normally apply.