

LINGUAPHILE SKILLS HUB

SPECIAL EDUCATION NEEDS & DISABILITIES (SEND) POLICY



CURATED SPECIAL EDUCATION FOR CHILDREN WITH
LEARNING DIFFICULTIES

Applicable Year: 2021 – 2022

Issued: Jan 2021

Member of staff responsible: Chief Education Officer

Policy reviewed by: Chief Executive Officer

Next Review Date: Spring 2022

Abbreviations

CEO – Chief Executive Officer

CEduO – Chief Education Officer

IEP – Individual Education Plan

LSH – Linguaphile Skills Hub

NFER – National Foundation for Educational Research

SEN – Special Education Needs

SEND – Special Education Needs and Disabilities

SENDCO – Special Education Needs and Disabilities Coordinator

UK – United Kingdom

CHANGE HISTORY

JAN 2021 – 1ST ISSUE

1 Introduction

At Linguaphile Skills Hub (“LSH”), which is a trading name for Linguaphile LTD (“Company”, “We”, “Our”, “Us”), registered in the UK, is an academic consultancy company catering to children who have special education and language development needs.

The Company values all students equally and firmly as We strongly believe that everyone is entitled to experience success. We recognise the need to develop students in both academic and personal terms; as We work to provide them the confidence to achieve and fulfil to the best of their potential.

This Special Education Needs and Disabilities (SEND) policy (“Policy”) is intended to ensure that inclusion is at the heart of Our vision.

The Policy has been designed to follow the guidelines of the UK SEND Code of Practice (January, 2015), UK [1].

The Company has four learning ethos that governs Us:

1. Strong Spirit
2. Being Respectful
3. Curiosity
4. Positive Relationship

Teachers, parents and wider stakeholders work together towards common goals in ensuring equal opportunities for all students including student’s with Special Education Needs (SEN). The culture, practice, management and deployment of the Company’s resources are designed to ensure all students’ needs are met.

The Company nurture’s the holistic development of every student hence those with additional needs are not viewed as a separate entity but are part of the holistic approach, with their needs recognised and met through customised and flexible provisions through the curriculum.

2 Definition of SEND

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority." Section 312 Education Act 1996.

"A person has a disability...if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities." Section 1(1), Special Educational Needs and Disability Act 2001, UK

3 Underlying Principles

- The Company believes that all teachers are teachers of special educational needs. It is the teacher's responsibility to meet the needs of all students under their care. By providing exceptional high-quality teaching through classroom organization in an online or onsite platform, teaching materials, teaching style and differentiation, staff create learning environments where all are respected and included.
- The Company is committed to providing an appropriate curriculum that meets the students' needs and promotes very high standards. The Company will do this by removing barriers to learning and delivering purposeful and personalised interventions. This will help the students' reach their potential, become confident individuals and make a successful transition into adulthood.
- The Company works together with students and their parents and carers to ensure they are fully involved in decisions regarding support required. The Company recognises its students' unique gifts and is committed to promoting equality, respect and understanding across the organisation.
- Where students need access to professional services, the Company provides a variety of support. Being committed to a joint approach and a range of professional services enables identifying, understanding and meeting the students' needs.
- The Company is committed to collaborative working, drawing on both mainstream teaching and subject as well as SEND expertise, to achieve the best outcomes for students with SEND.

4 Key Aims of the Policy

- To ensure SEND is the key priority of the Company.
- To provide all students with a broad, balanced, inclusive and relevant curriculum. This applies to students who may join academic services for online homeschooling program with or without SEND needs.
- To have high aspirations for all students, set stretching targets and monitor the progress towards these goals.
- To ensure that students emotional well-being is monitored and appropriate interventions are provided at all level by specialist team of professionals and therapists.
- To ensure that students with SEND fully engage in the activities of the Individual Education Plan ("IEP").
- To ensure that all students are taught in ways that meet their individual needs and value their strengths thus allowing them to reach their full potential both academically and socially.
- To offer a graduated approach of plan, assess, do, review, when identifying and supporting students with SEND.
- To ensure students who are identified with SEND as early as possible and have access to high quality support, where appropriate, by specialist staff.
- To do what is necessary to enable students to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled student or special educational provision for a student with SEND
- To ensure the best code of practices are followed while working with Third Party collaborations in terms of counselling or training schools, teachers, parents or students with SEND

5 Graduated Approach to teaching students with SEND:

- Set suitable learning challenges and if necessary, choose knowledge, skills and understanding from earlier key stages so individual students can make progress and show they can achieve.
- For students with significant difficulties, guidance from the annual IEP document and Psycho-educational Assessment (clinical report) regarding planning, teaching and assessing the curriculum for students with learning difficulties might be used.
- Respond to students' diverse learning needs ensuring that there is an effective learning environment, suitable strategies to ensure motivation and concentration, provide equality of opportunity through teaching approaches, use appropriate assessment approaches and set targets for learning
- Overcome potential barriers to learning and assessment for individuals by using a range of access strategies to ensure high participation of all students. The Literacy and Numeracy strategy guidance is used to support access in these areas and is based on the UK National Curriculum.
- All students are entitled to the same opportunities and experiences regardless of whether they have a special need and are included in all that is possible. Staff across the company are aware of students' needs and make plans to ensure that students are included in all appropriate activities

6 Assessing and reviewing progress of students with SEND

6.1 Assessment and Monitoring of Progress

- Monitoring the progress of students with SEND takes a variety of forms.
- We have various mechanisms and assessments which We use to analyse progress of students academically and personally.
- Quarterly reviews
- Annual IEP
- Annual Psycho-educational assessments
- Formative assessments
- Summative assessments at the end of each quarter for a student's annual calendar

6.2 The main forms of monitoring and assessments are through:

- Literacy Intervention
- NFER Reading tests
- Numeracy Intervention
- Key Stage Tests for Readiness to learning
- Annual Reviews and transition plans
- Individual Education Plans (IEPs)

6.3 Parent Involvement

We work in Partnership with parents/ carers.

We do so by:

- Working effectively with all other departments supporting children and their parents for training, counselling and support for home interventions.

- Encouraging parents and carers to inform us of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Allowing parents and carers opportunities to discuss ways in which they and the company can help their child.
- Agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets on a quarterly basis.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Working collaboratively with parents and providing suggestions and advices by our specialist professionals and therapist for corrective behavioral interventions and emotional support wherever applicable.

7 Key People and Roles

7.1 Governing Body

The Founder/ CEO must regard the SEND Code of Practice and the Disability Rights Code of Practice. If the Governing body assigns any further Directors to oversee the governing body, then their reports to parents annually on the implementation of the SEND policy.

The CEO of the Company has specific oversight of the Company's arrangements for SEND.

7.2 The Chief Education Officer

The Chief Education Officer (CEduO) has responsibility for the day-to-day management of all aspects of the company's work, including provision for students with SEND. The CEduO should keep the governing body fully informed of matters relating to students with SEND, and all other departments excluding finance and ensuring all statutory duties relating to SEND are completing in line with best practice. Other duties that are supervised are:

- Overseeing the referral process for students and students with Educational Health and Care Plans and supporting the transition process for non-Educational Health and Care Plan students joining the company to ensure those with SEND and or other specific needs are identified.
- Working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

7.3 Headteacher (Inclusion)

The Headteacher has strategic oversight over the work of the SENDCO and the Inclusion Department. They lead on the quality assurance of the work of the SENDCO and the Inclusion Team and ensure reporting on this area of the company to the Leadership Group and Governor(s) is in line with best practice.

7.4 Head of Learning Support/SENDCo

The SENDCO has the following responsibilities:

- Overseeing the day-to-day operation of the school's SEND policy for all students and students with SEND.
- Holding a strategic and collaborative role to provide staff with advice, support, coaching and training to better provide for the needs of students and students with SEND.

- Leading and managing the teacher consultants.
- Coordinating provision for all students with SEND.
- Liaising with parents.
- Over-seeing the records of all students with SEND.
- Liaising with external agencies for therapists and psychiatrists (if applicable).
- Ensuring that they are up to date on the latest SEND guidance and SEND law.
- Advising on the graduated approach to providing SEND support.

7.5 Subject Teachers / Teacher Consultants

All teachers are teachers of students with SEND. Teachers are responsible and accountable for the progress and development of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

We believe that additional intervention and support cannot compensate for a lack of good quality teaching.

LSH regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

8 Admission arrangements

The Admissions Code of Practice requires children and young people with SEND to be treated fairly. Students with SEND are considered on the basis of the company's Admissions policy.

The stages of Admission are as follows:

- Initial Parent inquiry
- Interview with parents to understand the need
- Collating of past data and completion of LSH registration form and Developmental History
- Reviewing Clinical Diagnosis report and if not available then assessment by In-House Clinical Psychologist
- For Students who are Grade 6 / Year 7 and above baseline assessment and reading test is a must.
- Final Parent consultation including the child who is aged 14 years and above and preparation of the Annual IEP followed by IEP discussion and parent authorization.

9 Current Students

In accordance with the Code of Practice the company adopts a graduated response to meet the needs of students with SEND:

- Staff are made aware of the students with SEND and can access clear information about their needs, strengths and strategies which have proved successful.
- Subject teachers and Form Tutors continuously monitor students' progress to identify students who are underachieving and refer students through a clear referral route to the SENDCO.
- Subject teachers and Form Tutors ensure quality first teaching is received for all students. This is monitored by the Senior Leadership Team.
- Subject leaders and Key stage leads are informed about students who continue to have difficulties.
- The SENDCO is informed if a student is underachieving or is a cause for concern especially if this occurs in more than one area and will work with mainstream staff to determine whether SEN support is needed.
- The school will meet with parents/carers throughout the year to review support.
- Teachers will intervene with planned strategies and review impact as a first measure.
- The SENDCO will provide advice, resources and ideas for teachers, if needed, to help them do this.

10 Assessment

- All students, including those with SEND are assessed, following school and National Curriculum procedures, including internal school examinations and tests, teacher assessment and through external examinations such as GCSEs, BTEC's and A levels.
- The quality of the Teaching and Learning of students with SEND is incorporated into the school's monitoring cycles.
- Students are regularly monitored through yearly reports, parents evening, focus meetings as well as organised meetings with the SENDCO.
- The progress of all students is tracked on the school SIMS system where student profiles, progress and GCSE grades are also available.
- Students in years 7, 8 and 9 have a reading comprehension assessment and quarterly summative in the autumn term and midyear to monitor progress.
- The SENDCO will monitor the progress of all students with SEND.

Where a student with SEND is not meeting expected progress, all relevant staff, including the SENDCO where appropriate, will consider what additional support the student needs and how this can be put in place.

11 Provision and Intervention

In addition, there are the following aspects to and elements in our provision and intervention for students with SEND:

- The needs of students are discussed with all staff prior to the beginning of each term.
- The school has a CBT group that provides support to a student with specific needs, outside of mainstream classes for some of the timetable.
- The Inclusion needs are updated after student SEND reviews and is constantly under review.
- This information is readily available to staff.
- Each department is responsible for its SEND provision and there is a named representative in each core department and faculty who liaises with the SENDCO – usually this is the homeroom teacher.
- Homeroom teacher work closely with subject teachers with some attached to core departments.
- Homeroom teachers liaise with the SENDCO and they attend regularly departmental meetings.
- The SENDCO also liaises with line management, Key stage leads, Heads of Year, Child Protection, Safeguarding and Multi agency officer and student support team on a regular basis.
- Access to both therapeutic support and external support is discussed with parents and students and the outcomes tracked and monitored.
- One-page student profiles are completed to detail provision and support learning in both the classroom and during intervention sessions students with SEND are supported to make successful course and career choices under the department: Linguaphile Caring Hands.
- The school's co-curricular offer supports students with SEND.

12 Monitoring and Evaluation

The success of the implementation of the SEND policy is measured by the progress and achievement of students with SEND.

- Students with SEND are taught with mainstream subjects from the subject choices as planned in the IEP
- There is evidence of early identification and regular monitoring.
- Parents and Carers of students with SEND are actively engaging with the school
- Tracking data for all students with SEND is provided to inform provision.
- Strategies and targets are realistic and used by subject teachers and Home Room teachers
- Students are involved in the target setting process.
- All teachers show awareness of students' SEND, and knowledge of the graduated approach towards SEND.
- CBT team is engaged in ongoing reflective practice to ensure their approach is focused and has maximum impact.
- There is evidence that students with SEND are benefitting from the sharing of subject expertise with SEND expertise.
- Parent/carers and students have regular opportunities to feedback on the SEND support their child is receiving.
- Parents/carers are informed when their child receives additional support.

13 Student achievement measurement

- Departmental assessments, attainment and progress in internal and external examinations, and ongoing teacher assessments.
- Regular review meetings.
- Progress Reports.
- Discussions between students with SEND, their Parents/Carers and staff on achievement of targets.

14 Training

- The company is committed to training all staff to teach students with SEND as part of their normal classroom planning and practice, thus assisting in the development of literacy and numeracy across the curriculum.
- Training is provided to ensure that there is effective collaborative practice between classrooms teachers and Learning Support Assistants.
- SEND training led by the SENDCO is an integral part of the induction process of all new staff.
- Short term/ cover staff / substitution teachers are given SEND information relevant to their activities.

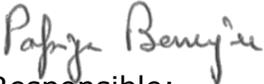
15 Bullying

The company has a zero tolerance towards bullying. We strive to provide a safe and secure learning environment for all students as well as for all our staffs. All incidents are recorded and dealt with in line with the Company's Bullying policy in which the senior management is involved.

16 Complaints

Concerns regarding SEND should initially be addressed to the SENDCO, who will respond by contacting and usually meeting with the parents/carers to discuss the situation. If the situation remains unresolved, the complaint will be dealt by the Chief Education Officer. If still the complaint needs further intervention, the governor with specific responsibility for SEND/inclusion may be involved if necessary.

17 Policy Approval


Responsible:

Papiya Banerjee
Chief Education Officer

MA (Special Ed.& Inclusion), MA (English),
B.Ed, TESOL, TKT, CCP (Certified Clinical Psychologist)

Date: 1st January 2021


Approver:

Saurav Dutta
Chief Executive Officer

REFERENCES

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf