



Special Educational Needs and Disabilities (SEN/D) Policy

Title		Version
Safeguarding Policy		3.0
Approval Body	Date	Review Date
Corporation	01/10/2021	01/10/2022
Lead Person	Justin Merritt	

Compliance and Rationale

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

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting learners at school with medical conditions April (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Introduction

This SEN/D Policy details how Ignite Sports UK (Ignite) will do its best to ensure that the necessary provision is made for any learner who has special educational needs and those needs are made known to all who are likely to teach them. Ignite will use its best endeavours to ensure that teachers in the Ignite are able to identify and provide for those learners who have special educational needs to allow these learners to join in the activities of the school together with learners who do not have special educational needs, so far as is reasonably practical and compatible with the learner receiving the special educational provision and the efficient education of the learners with whom they are educated.

Senior Leaders and Employees of Ignite will endeavour to ensure that all SEN/D learners reach their full potential, are fully included within the Ignite community and are able to make successful transfers between workplace establishments. This policy aims to support all employees in providing positive approaches towards the learning, progress and achievement of SEN/D learners.

Meeting the needs of SEN/D learners requires partnership working with all those involved – Local Authority, Ignite, parents / guardians, learners, children’s services and all other agencies.

Ignite is committed to welcoming all learners. Adjustments will be made where necessary and where possible to enable all learners for whom Ignite is the best placement, to access learning, coaching and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Aims

Ignite aims to ensure that:

- Assessors are aware of the importance of early identification and of providing for SEN/D learners whom they teach.
- SEN/D learners will have their needs met.
- The views of the learners are sought and taken into account.
- Partnership with parents / guardians plays a key role in supporting their child’s education and enabling them to achieve their potential. Ignite will endeavour to support parents / guardians through the process of transition and adjustment.
- SEN/D learners have full access to all Ignite activities so far as it is reasonably practical and relates to the learner’s needs.
- We work in partnership with external agencies to meet the needs of the learner.
- There is a smooth transition at each transition stage for the learner.
- Ensure all SEN/D learners have the opportunity and accessibility to progress into higher education and careers.

Ignite will:

- Inform the learner’s parents / guardians / employers / supporting schools that special educational provision is being made for them because they have SEN/D

- Ensure that parents / guardians have knowledge about the SEN/D provision that the Ignite makes.
- Is able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEN/D.
- Ensure that teachers in the Ignite are aware of the importance of identifying and providing for, those learners who have SEN/D.
- Ensure that a learner with SEN/D joins in the activities at Ignite together with learners who do not have SEN/D
- Have a written SEN/D policy

Definition of SEN/D

Learners have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is in addition to or different from areas differentiated curriculum plans. Ignite regards learners as having a SEN/D if they:

- Have a significantly greater difficulty in learning and significantly slower progress than their peers
- Have a disability which prevents or hinders learners from making use of educational facilities of a kind generally provided for learners/young people of the same age in schools within the area served by the LA.
- Learners must not be regarded as having a learning difficulty solely because the language or form of language of the learner's home is different from the language in which they will be taught.
- Learners must not be regarded as having a learning difficulty solely because the behaviour they exhibit is persistently disruptive or withdrawn.

Where a pupil has an EHC plan, the local authority and college will review that plan as a minimum every twelve months.

Statutory Assessment of SEN/D

In a very few cases, if a learner continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP.

This will decide the nature of the provision necessary to meet the learner's SEN/D. If this cannot reasonably be met by Ignite, then the LA may provide extra resources.

Assessment, Planning and Review

Identification

SEN/D learners may be identified through teacher observations and assessment, standardised assessments (Baseline, SATs, etc.) progress checklists, target setting, parental / guardian concerns or the learners own observations or by external agencies and other digital high quality and formative assessments. Areas of need are identified and prioritised and become the basis of the Provision Map. The Provision Map includes 3 or 4 short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support assistants, parents / guardians and learner and the date the provision starts. The Provision Map should include information about:

- The short-term targets set for or by the learner
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

Review Process

Provision Maps are reviewed at least seven times a year by the school. Three of the seven reviews must be with input from the learner, parent / guardian, teachers, learning assistants and outside agencies. Learners with a EHCP's have set short term targets which have been established after consultation with the parents / guardians and the individual learner and include targets identified in the EHCP's. These targets will be set out in the Provision Map and will be implemented, at least in part and as far as possible, in the normal classroom setting. All EHCP will be reviewed annually with the review taking place in school. The parents / guardians, the learner and involved professionals will be invited to consider the progress made by the learner in achieving targets set and whether any amendments need to be made to the statement. Learners participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements / concerns / issues in advance of the review meeting with parents / guardians or others as appropriate.

The SENDCO will then discuss the outcomes of the Ignite review and inform the LA representatives. At the Annual Review at the end of KS4 the aim should be to give

clear recommendations as to the type of provision required Post 16.

Learner Voice

SEN Learners with an EHCP submit their views in writing as part of their annual review as well as to attend the review itself. Learners and parents contribute to the setting of their own targets and strategies and is an important part of the EHCP and target setting for SEN.

The Role of the SENDCO

- In collaboration with the Principal and Board of Governors, determine the strategic development of the SEN/D policy and provision at IGNITE with the ultimate aim of raising the achievement of learners with SEN/D need.
- Collaborating with SENDCOs in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEN/D. Contributing to the continuing development and training of school employees.
- Overseeing the review and maintenance EHCP's and records for all SEN/D learners.
- Overseeing the day-to-day operation of Ignite's SEN/D Policy. □
- Co-ordinating provision for SEN/D learners.
- Managing the SEN/D team of HLTA's and learning support co-ordinators on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D learners.
- Liaising with parents / guardians of SEN/D learners in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Contributing to the continuing development and training of Ignite employees.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of the Ignite's SEND Policy.

Date created: Jan 2022

Review date: Jan 2023