



iCollege Alternative Education West Berkshire

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1. Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Learners and Families Act 2014.

A pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- have a *significantly* greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above **or would do so if special educational provision was not made for them.**

Learners 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.

2. The Local Offer

From September 2014 every Local Authority is required to publish information about services in their area for learners and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and also services outside of the area which learners from their area may use. This will be known as the "Local Offer".

The Local Offer will put all the information about education, health and care services, voluntary agencies, leisure activities and support groups in one place.

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To access our Local Offer go to the SEND page on the website.

3. Aims and Objectives

We welcome pupils with a range of abilities and needs to iCollege, those who have no identified SEND, those on SEND support or those with EHCPs. iCollege is fully inclusive, promoting a respectful and supportive learning environment. We actively seek to remove barriers to learning ensuring equal opportunities are a reality for all learners enriched through our school values:

We, the iCollege community encourage **ACCEPTANCE** of everyone.

We, the iCollege community, value **KINDNESS** as a path to safety.

We, at iCollege, want a community where everyone takes **RESPONSIBILITY**.

We, the iCollege community see **PERSEVERANCE** as a vital part of progress and growth.

We, the iCollege community, have **ASPIRATION** for everyone to be the 'best version' of themselves.

Aims

As a School we actively seek to provide:

- An integrated and supportive environment for all learners across all areas of our curriculum and learning enrichment opportunities.
- We strive to promote all learners' understanding of diversity, ensuring that all differences are understood, nurtured and celebrated.
- We actively promote for all learners to have appropriate strategies to support both their emotional and learning behaviours and develop a positive attitude towards mental health and personal wellbeing.
- Our passion for a stimulating learning environment promotes opportunities that are driven by practical exploration both in the classroom and wider school environment.
- The school strives to ensure all learners, regardless of their individual need, experience success in their learning, by ensuring that our curriculum and wider learning is suitably and appropriately adapted for all to access.
- We pride ourselves in being proactive to identify additional needs of our learners as early as possible and ensure that support is put in place.
- We strive to ensure our learners have further opportunities to learn, once they leave our setting.

Objectives

The objectives of this policy are to meet the individual needs of all SEND learners in our care by:

- Providing a safe and secure learning environment in which learners can make social, emotional and academic progress.
- Ensuring our learners with SEND have access to a broad and balanced curriculum (including access to the GCSE curriculum), and the National Curriculum is appropriately adapted and delivered using 'quality first' teaching, allowing learners to engage in learning.
- Developing a close partnership with parents, ensuring they are involved all in stages of their learner's education.
- Ensuring assessment is carried out as an integral part of our teaching, providing up to date information and an accurate picture of our learner's progress, enabling early identification of SEND.
- Promoting effective involvement and support from external agencies.

The school aims to fulfil their values to ensure they strive by:

- Make appropriate provision to overcome barriers and ensuring all learners have opportunities to shine through regular monitoring, assessing and adaptations.
- Support all staff who work with learners of SEND or additional needs to understand the individual needs of each pupil.

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- Provide Individual Learner Plans (ILPs) to support and monitor personalised small steps of learning.
- Supporting all teachers to adapt the curriculum and environment to meet the needs of all.
- Refer and liaise with outside agencies to seek extra professional support for individuals.
- Work collaboratively with parents to gain a deeper understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices.
- Working with and in support of outside agencies when the learners' needs cannot be met by the school alone. Some of these services include, Speech and Language (SALT), Educational Psychology Service, CAMHS, Forensic CAMHS, ASD Advisory Service and Early Development and Inclusion Team (EDIT)
- Create a school environment where learners can contribute to their own learning.
This means encouraging relationships with adults in school where learners feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all learners at regular intervals.
- Actively encourage and support the aspirations of and have high expectations for all learners with SEND in every area of school life.

4. Responsibility for the coordination of SEND provision

Provision for learners with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for learners with SEND in their class, and to be aware that these needs may be present in different learning situations. **All staff** are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for learners with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

Teachers are responsible for:

- Including learners with SEND in the classroom, and for providing an appropriately adapted and scaffolded curriculum for all. They can draw on the Lead Practitioner for Inclusion for advice on assessment and strategies to support inclusion.
- Ensuring that they are identifying, monitoring and supporting all learners with SEND.
- Providing informative feedback to parents of learners with SEND.

The **Lead Practitioner for Inclusion** is responsible for:

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Supporting staff to identify learners with SEND and monitoring their learning and support.
- Co-ordinating and supporting the provision provided for learners with SEND to support individual needs.
- Gathering evidence and reports to make applications for additional support for learners with SEND, including assessments for Education, Health and Care Plans (EHCP).
- Supporting class teachers with the writing and implementation of Individual Learner Profiles (ILPs), and EHCPs
- Liaising closely with parents of learners with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies for specialist support and advice when required.
- Coordinating smooth transitions between schools, both internal and external.

The **Headteacher** has responsibility for:

- The management of all aspects of the schools' work, including provision for learners with SEND
- Keeping the governing body informed about SEND issues

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- Ensuring that the implementation of this policy and the effects of the inclusion policy within the School are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- The necessary provision is made for any pupil with SEND
- Learners with SEND join in school activities alongside other learners, as far as is reasonably practical and compatible with their needs and the efficient education of other learners
- They have regard to the requirements of the *SEND Code of Practice* (2015)
- They are fully informed about SEND issues, so that they can play a major part in school self-review.

5. What SEND support looks like at iCollege Alternative Education.

Admission Arrangements

Inspiration and Integration

- Section 19 Provision as a result of a Permanent Exclusion. These units provide alternate provision, with the aim of re-engaging learners with education and finding permanent placements in both mainstream and specialist.
- In Reach support. Both units offer short term placements to support a child re-integrate back into their mainstream setting.

POD and POD Plus

- Admissions is through consults sent by Local Authorities. Consults are carefully considered to ensure a learner's needs can be met within POD and POD Plus. The Local Authority (LA) makes the final decision on the placement based on the consultation, the needs of the child, and parental preference.

Intervention and Independence

- Section 19 Provision as a result of a Permanent Exclusion. These units provide alternate provision, with the aim of re-engaging learners with education and where appropriate, finding permanent placements in mainstream or specialist settings
 - Long term Alternative Provision agreed via the Pupil Placement Panel and reviewed at least annually
- Admissions through consults sent by Local Authorities. Consults are carefully considered to ensure a learner's needs can be met. In conjunction with the LA and parents, consults are carefully considered.

6. Working with parents

The school advocates that a positive and close working relationship with parents is vital to ensure:

- An early and accurate identification and assessment of SEND leading to appropriate support via interventions and provision.
- Continuing progress for learners with SEND both socially, emotionally and academically.

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- Personalised targets are set and met effectively.

In some cases, more frequent contact may be needed with parents, and this will be arranged based upon the learners' individual needs.

If school identifies that a pupil may have a special educational need, parents will be consulted and future support and provision will be discussed.

If parents have concerns regarding their pupil presenting with a special educational need, they should discuss their concerns with the class teacher or contact The Lead Practitioner for Inclusion via the unit a learner is attending.

7. Assessing, identifying and supporting learner's needs

The majority of learners at iCollege are identified as K SEND Support or have an EHCP, many with a primary need of SEMH.

- Specific assessments can be administered if there are concerns in a specific area of learning
- Once a need has been identified, the school will support with an appropriate intervention approach.
- EHA support may be offered to support learners with social and emotional needs.
- If it is felt that a pupil requires significant support over and above what can be met within normal school resources, the school or parents/carers can apply to the Local Authority for an Assessments of the learner's Educational Health Care. Following the assessment, the Local Authority may decide that an Educational Health Care Plan (EHCP) is appropriate.

Support can be offered through a range of strategies including:

- Curriculum support 1-1 in and out of class.
- Reading/phonics interventions
- Therapeutic Input/ Engagement Curriculum
- Mentoring
- Trauma Informed Approaches
- PSHE/Thrive
- Bespoke offsite opportunities.
- Online Learning
- Emotional Health Academy (EHA)
- Play Therapy

10. Responding to Needs

The Graduated Approach Plan (GAP)

Sometimes it is necessary for a short-term plan to be put in place for a pupil. This may be due to concerns being raised by teachers or parents relating to progress in attainment or their emotional needs. This approach is mainly used for short term placements at Inspiration and Integration.

This short-term plan supports setting learning targets, monitoring progress, and gathering further evidence that may lead to a pupil being identified as having a special educational need, this may result in an Individual Learner Profile being put in place.

The Individual Learner Profile (ILP)

An ILP outlines a learner's social emotional and academic needs. Its aim is to ensure adults are aware of what strategies can support and what triggers a learner may have. An ILP sets specific targets for the pupil to work towards. These targets are

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linked to a learner's EHCP where they have one. ILPs are reviewed termly by the Lead Teacher and Lead Practitioner for Inclusion, new targets are set in consultation with the parents, older learners may also be involved in this process.

11. The Educational Health Care Plan (EHCP)

For learners without an EHCP:

Some learners require significant support over and above that which can be met from normal school resources. In cases such as this, the school or parents may apply to the Local Authority for an assessment of needs for an Educational Health Care Plan. The Local Authority will gather a range of information and assessments from all parties who are involved with the care and support of the pupil. If the Local Authority decides that extra support is required, the level of additional support will be formalised through an EHCP.

The EHCP is a detailed document which sets out in depth the needs of the pupil and includes the provision required to meet those needs.

For learners with an EHCP:

EHCPs are reviewed annually when adjustments to the level of support and educational setting may be made. Learners with an EHCP will have targets set through an ILP, which is reviewed termly. ILP targets support the achievement of EHCP target where possible.

12. Arrangements for complaints.

The School strives to work very closely with our parents, but if there is any reason that you are unhappy with the provision your pupil is receiving, and this cannot be resolved in consultation with the Lead Teacher, Lead Practitioners for Inclusion or Headteacher, please refer to our school complaints policy, which can be found on our website.

Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
V2	03.03.26	MC	Complete re-write of policy-RS	Feb 26

Head Teacher: Jacqueline Davies	Sign:	Chair of Governing Body: Tim Pritchard	Sign:
Date		Date:	

Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes

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