




Trafford Medical Education Service

Special Educational Needs and Disability Policy

An abstract graphic at the bottom of the page consisting of several overlapping, semi-transparent geometric shapes in shades of blue and grey, creating a modern, architectural look.

2022

Policy Name:	Special Education Needs and Disability Policy
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Person Responsible:	Linda Thompson Executive Headteacher
Approved By:	Trafford Alternative Education Management Committee
For Action By	Senior Leadership Team
For Information to:	All Staff
General Data Protection Regulations (GDPR)	<p>This policy document has been reviewed in compliance with GDPR (May 2018)</p> <p>Linda H Thompson, Executive Headteacher</p> 



Our Mission Statement:

Trafford Alternative Education Provision is committed to providing...

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

1. Introduction

Our Five Key Values

1. To ensure pupils and their families have a positive experience of education within Trafford.
2. To provide a caring, supportive environment where pupils can feel safe, secure and valued.
3. To improve the health, self- esteem and well- being of our pupils and their families.
4. To support our pupils and their families in engaging in positive activities.
5. To empower pupils to become self-sufficient, independent thinkers and lifelong learners.

Definition of Special Educational Needs SEN falls into the following categories:-

A. Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

B. Social Emotional and Mental Health Needs

- Behaviour, Emotional and Social Difficulty (BESD)
- Attention Deficit Hyperactivity Disorder (ADHD)

C. Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)

D. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

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

Pupils have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils the same age.
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the LEA
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

What is “Disability?”

Disability is defined under the 1995 Disability Discrimination Act as:-

“someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

For the purposes of the Act:

- substantial means neither minor nor trivial
- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping
- a normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory

Some conditions, such as a tendency to set fires and hay fever, are specifically excluded.

People who have had a disability in the past that meets this definition are also covered by the scope of the Act. There are additional provisions relating to people with progressive conditions.

The DDA 2005 amended the definition of disability. It ensured that people with HIV, cancer and multiple sclerosis are deemed to be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities.

Special educational provision means:

Educational provision which is additional to and different from, the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools in the area. Therefore all the pupils at Trafford Medical Education Service, by the above definition, will have special educational needs.

Success Criteria

- The culture, practice, management, and deployment of resources are designed to ensure all pupils' needs are met.
- That all staff is aware of and able to respond differentially to any pupil with SEND.
- Those pupils' with SEND are identified and their needs met as early as possible, in consultation with their previous school placement for pupils at Trafford High School, and with the mainstream school they are on roll with for pupils at Trafford Medical Education Service.
- That each pupil should receive the appropriate level of additional support, in line with their needs highlighted in baseline assessments.
- That Trafford Alternative Education Provision can identify and provide a graduated level of support for pupils according to the nature of their SEND, and that best practice is used when devising interventions.
- That the wishes of the pupils are taken into account by the staff, in the light of their age and understanding.
- That the views of individual parents/guardians are taken into account, and the school works in partnership with parents.
- Interventions for each pupil are regularly reviewed to assess their impact, the child's progress and the views of the child, their tutors and their parents/guardians.
- That continuity of provision is maintained as much as possible from the previous placement, via the school, onto any future provision.
- That there is close co-operation between all agencies concerned and a multidisciplinary approach is utilised to resolve any issues.
- That the provision being made by Trafford Alternative Education Provision is compatible with and integrated with that being made by the LA.

Admissions: Trafford Medical Education Service

Trafford Medical Education Service works with young people across a broad spectrum, so that they can access an appropriate educational package.

All pupils are referred to the service by their mainstream school with supporting medical evidence from the following:

Consultant Paediatrician
Consultant Psychologist / Psychiatrist
Educational Psychologist

Pupils remain on the roll of their mainstream school and become dual registered with a view to reintegrating when it is deemed appropriate. If a placement is extending with little likelihood of a return to mainstream, the mainstream school should engage external services such as an educational psychologist. Placements are reviewed every 6 weeks where SENDCOs are expected to come to MES to meet and to maintain relationships with pupils and families.

In addition, 6 permanent places are to be offered to pupils in MES in year 11 who are supported by an Education Health and Care Plan, as agreed with the Local Authority and funded appropriately.

Admissions: Trafford High School

Trafford High School works with young people across a broad spectrum, so that they can access an appropriate educational package.

Pupils who are permanently excluded from mainstream schools within Trafford Local Authority are automatically given a place within 6 days at Trafford High School.

Pupils may also be referred in to Trafford High School by their mainstream schools if the school feels they are at risk of permanent exclusion for a step out period of 6 weeks. During this time, Trafford High School can support the mainstream school with strategies and recommendations, as well as a cycle of assess plan do review to support any referrals the mainstream make. Schools are expected to attend an induction and transition meeting at the beginning and at 3 weeks into the placement.

Pupils out of borough may also be offered a school place in negotiation with the borough concerned.

Co-ordination of SEND at Trafford Alternative Education Provision

Roles and Responsibilities

Provision for the pupils is a matter for the whole of Trafford Alternative Education Provision. In addition to the Management Committee, the Deputy Head Teacher, SENDCO and all other members of the staff have important day to day responsibilities.

The Deputy Head Teacher:

Has responsibility for the day to day management of all aspects of Curriculum at Trafford Alternative Education Provision. The Deputy Headteacher will inform the

management committee of any SEND issues concerning progress and curriculum needs at the termly meetings. The Headteacher has responsibility for the day to day management of the SENDCo and will work closely with the Pastoral Team to ensure pupils' needs are met.

The SENDCO Role:

This involves working with other staff and outside agencies to ensure that pupil's needs are met. Other duties include:

- Undertake initial assessment of pupils on entry
- Advise tutors on targets and contribute to Learning Plans
- Devise pupil profiles for pupils receiving individual SEND support
- Work with tutors to prepare submissions for statutory assessment
- Liaise with tutors on developing SEND resources
- Work with targeted pupils
- Liaise with outside agencies
- Attend SENDCo Forum meetings
- Share good practice

At Trafford Alternative Education Provision, the school SENDCO is Hayley Blane.

Class Teachers: Maths, English, Science

Teachers liaise with the SENCo to ensure that pupils are assessed, follow appropriate courses and are thus able to reach their potential.

Identification, assessment, monitoring and review procedures

In the all cases, pupils who are referred to Trafford Alternative Education Provision are assessed for special educational needs on admission. Some pupils may not have been on the special needs register of their mainstream school but become placed on our SEND list given the assessment results or staff concern. On entry, pupils will undergo initial assessments and, along with the information from their school, will be placed on the data base and SIMS.

Information from the initial assessments will be disseminated to all staff and teachers will liaise with SENDCO, pupils and parents and to set targets. Pupil profiles will be generated for pupils listed on the SEND List as the following:

- SEN Support
- EHCP

Initial assessment will comprise of some or all of the following:

- Documented information on pupils from the school setting.
- Documented information on pupils from the LA □ Interviews with pupils and parents /carers by tutors □ Learning styles and emotional literacy.
- Emotional Literacy, Strengths and Difficulties and/or SPENCE
- PASS.
- LUCID : cognitive ability reading writing and spelling
- KS3 APP English Maths and Science
- KS4 GCSE past papers

Pupils' progress will be monitored by caseload teachers, class teachers TLR, English, Maths, Science and the SENDCo. Pupil profiles will usually be reviewed termly.

Analysis of Best Practice

The SENDCo and the school management teams will use both quantitative and qualitative analysis in the evaluation of SEND provision.

The criteria used are outlined below:

- Through reading, spelling, AFL and diagnostic assessments to demonstrate individual student's progress
- Through comparative data from standardised tests, used as guidelines for assessing each student's ability
- Through lesson observation and monitoring feedback to assess the suitability of curriculum materials, delivery and use of differentiation and support allocated
- Through the monitoring of SEND provision via a range of SEND proformas used to gather information on students, staff and systems in place

Future Planning:

Future planning for SEND takes place in accordance with

- On-going evaluation of best practice
- Annual SEND budgetary considerations
- LA and government directives

The Role of the Management Team

The SENDCO will provide regular reports to the SEND panel/governor or full governing body.

The SEND Management Committee member will meet the SENDCo to discuss best practice and procedures for SEND within the school

The whole Management Committee has a responsibility to produce an annual report which will state the school's commitment to SEND in respect of:

- Assessment, identification and provision for SEND students
- SEND funding and spending
- Deployment of equipment. Resources and personnel
- Parent partnership
- Working relationships with outside agencies
- Future developments

The Management Committee member responsible for is Shazia _____.

Queries and Complaints

Parents are partners with school and are welcome to query and discuss decisions made by the school through the school's designated channels as laid down in school documentation

This SEND policy was discussed with school staff and became policy September 2022 and will be reviewed annually.

Equal Opportunities

We are committed to providing equal opportunities and access to learning for all pupils. We aim to provide a learning environment in which each person is respected and his / her contribution recognised and valued.

Safeguarding

Trafford Alternative Education Provision is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Linda H Thompson

Executive Headteacher Trafford Alternative Education

Hayley Blane

SENDCo