



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY (Including pupils with English as an Additional Language) (EAL)

Introduction

The Education Act 1996 says that a young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the young person either:

- a) Has significantly greater difficulty in learning than the majority of young people of the same age.
- b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school.

Everyone at Taliesin Education Ltd (t+centres) is committed to providing the conditions and opportunities to enable any young person with SEN to be included fully in all aspects of school life. The SEN Policy at t+centres supports the stated ethos of the school that:

EAL (English as and Additional Language)

We also recognise that students who may attend TPlus may present with English as an Additional Language. This means that we understand that the school will need to make additional provision to support the student with Early Language Support, the specific teaching of English both spoken and written and support with communication between the home, school, family and associated professionals.

Taliesin Education Ltd adopts an holistic, person-centered approach to the development of our young people, taking into account current theories and methods of teaching. Many of our pupils have significant barriers to learning due to their social, emotional and communication difficulties, and challenging behaviour where it arises out of these needs. Our role is to help and support our young people to come to terms with, and overcome, these difficulties. These social, emotional, communication and behavioural needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programmes of study and personalised learning programmes, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Person-centered Counselling or Play Therapy for example.

Policy objectives

In order to meet the special educational needs of our young people at t+centres, we must:

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- ☐ Develop, implement and monitor appropriate programmes for young people;
- ☐ Provide intervention at a suitable level when a young person is identified as not making sufficient progress;
- ☐ Provide additional therapeutic support based on individual needs;

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- ☒ Use a variety of teaching styles and cater for different learning styles to allow young people with SEN to access the t+centres curriculum as detailed in the Curriculum policy;
- ☒ Use resources effectively to support young people with SEN;
- ☒ Assess and keep records of the progress of young people with SEN;
- ☒ Work with outside agencies who provide specialist support and teaching for young people with SEN;
- ☒ Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people;
- ☒ Encourage active involvement by the young people themselves in meeting their needs;
- ☒ Provide on-going training for all staff working with young people with SEN.

Coordinating provision

The Head of Centre is responsible for the arrangements for SEN provision throughout the school.

The Head of Centre:

- ☒ Has responsibility for the day-to-day operation of the SEN policy;
- Maintains a register of young people with SEN, ensures that the records on young people with SEN are up-to-date, and supports the school's Educational Psychologist in conducting assessments for young people with SEN;
- ☒ Works closely with the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people;
- ☒ Liaises with the Designated Safeguarding Lead (DSL) and Deputy DSLs;
- ☒ Works closely with the parents/carers of young people with SEN;
- ☒ Liaises with outside agencies to gain advice and support for young people with SEN;
- ☒ Contributes to in-service training for staff on SEN issues.

Access to the curriculum

The provision at t+centres is based on:

- ☒ Setting suitable learning targets;
- Responding to young people's diverse learning needs;
- ☒ Overcoming potential barriers to learning.

The Head of Centre, all teachers and support staff take part in an ongoing process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system is in place to identify young people who are not making the required level of progress.

Strategies used to enable access for all young people to the curriculum include:

- ☒ Differentiation of the curriculum to match tasks to ability;
- ☒ Support for communication;
- ☒ Tasks are differentiated according to student need;
- ☒ A range of social monitoring strategies such as Thrive to track social and emotional progress;

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- ☐ A range of teaching styles which recognise the individual learning styles of the young people;
- ☐ Use of Teaching Assistants to provide additional support;
- ☐ Small group and 1:1 teaching;
- ☐ Access to suitable resources;
- ☐ Alternative means of accessing the curriculum through ICT, and use of specialist equipment;
- ☐ Use of positive behaviour modification strategies as part of the school Behaviour Policy;
- ☐ In-service training for all staff on the needs of young people with SEN.

English as an Additional Language) E.A.L.

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement schoolwide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

School/Class Ethos

- Recognise the child's mother tongue; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the pupils strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible
- Show differentiated work for EAL pupils in planning
- Have high expectations; expect pupils to contribute and give you more than one word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts

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- Give newly arrived young children time to absorb English (there is a recognised “silent period” when children are beginning to understand more English than they used to – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques

Access to information

Information about t+centres and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form, e.g. by reading aloud, overhead projections and use of symbols, signing, photographs, diagrams and pictures.

Information about t+centres is available to all on the school’s website: tpluscentres.co.uk.

Identification and assessment

All young people who attend t+centres have SEN. Their needs are assessed on admission and on an ongoing basis. All of our students have an Education and Health Care plan (EHC).

Liaison within the school

The Head of Centre shares information about SEN pupils with:

- ☒ Teachers and Teaching Assistants and other support staff as appropriate;
- ☒ The Senior Leadership Team;
- ☒ The Designated Safeguarding Lead and Deputy DSLs.

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff.

The Head of Centre regularly attends courses on SEN issues as well as sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect young people with SEN.

The Head of Centre leads INSET sessions for the school staff on specific SEN issues.

Partnership with parents and carers

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people. Parents/carers are invited to review progress towards their young person’s targets at regular parent consultations and at annual review meetings.

Monitoring the success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEN will be shown by:

- ☒ Ongoing Teacher and Teaching Assistant observations of the young person;
- Differentiated short-term planning by subject teachers to meet the young person's needs;
- Records and evidence of the young person's work showing progress towards targets;
- ☒ Social and emotional monitoring tools such as Thrive;
- Records and evidence of the young person's progress towards improving behaviour;
- ☒ Discussion at an appropriate level with the young person about their progress;
- Discussion with parents about the young person's progress;
- Discussion with outside agencies about the young person's progress.

Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all young people with SEN being met by:

- ☒ Having the systems in place to identify SEN needs as early as possible;
- ☒ Making use of good practice in planning for, teaching and assessing young people with SEN;
- Regularly reviewing of the young person's progress against targets set from statements and education and care plans;
- ☒ Providing additional intervention if progress is not adequate;
- ☒ Considering the wishes of the young person at an appropriate level;
- ☒ Having a positive and effective partnership with parents/carers;
- ☒ Encouraging a multi-disciplinary approach whenever possible.

History and implementation of this SEN Policy:

Accepted by SLT in this format: April 2018

Approved by t+centres Governors: September 2020

Last revised: September 2020

To be reviewed: September 2021

SLT, all staff and governors have read, discussed and contributed to this policy.

The Head of Centre will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.