

Special Educational Needs Policy



1. Overview and Scope

Eat That Frog C.I.C. is a specialist provider catering mainly for SEN learners 16-25. Most of our learners have SEMH or Autism but may also have an additional special educational need including, Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language Difficulties and Moderate Cognition and Learning Needs.

ETF offers a tailored curriculum which is delivered by a specialised, dedicated and experienced staff team. This personalised approach ensures all learners are supported, valued and challenged and enables learners at ETF to develop academically, socially, emotionally and behaviourally. ETF aims to provide an education for each learner which enables them to maximise their potential within a safeguarded environment. This is achieved by offering a curriculum designed to provide a broad range of activities and experiences based around practical work environments whilst embedding English, Maths and IT. In addition, the curriculum includes increased time spent on personal, social and moral education, communication and personal development.

Robust young person protection procedures, safe recruitment practices and an appropriate focus on Health and Safety relating to all aspects of the young person's needs, will help to ensure their safety.

Admission Arrangements

All learners will on admission have, or be in the process of getting, an Education Health Care Plan that broadly defines targets for provision. ETF provides a rich range of specialist equipment, facilities, strategies and staff to ensure that learners' ability to learn is maximised. This will include specialist resources tailored to their needs. All staff undergo training in those aspects of professional development they need to work within ETF. ILM is Senior Mental Health Lead and supports staff delivering pastoral support.

Parents, carers and learners are welcome to visit the ETF centres to have a tour and to meet with key members of staff. Once a place has been confirmed, we work closely with the learner's current provision to ensure a smooth transition to ETF takes place.

2. Identification, Assessment and Review

ETF will liaise with the learner, current providers, the Local Authority and parent/carers to ensure needs are identified prior to admission. The EHCP and supporting documents will also support creation of an initial profile. Once admitted, all learners undergo a period of observation and assessment, this will last approximately 6 weeks. RARPA Goals will be set and reviewed termly. Procedure will then follow an annual cycle in line with the statutory requirements unless there are indications to the contrary.

The ILM considers information gathered from within ETF about the learner's progress and their barriers to learning. Where more specific assessment is deemed to be necessary, this will be carried out by the ILM who may then involve other professionals. The information gathering will include discussion with the learners and their parents. ETF employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). Outcomes are agreed and progress reviewed regularly.

The Directors and staff at ETF recognise that all learners have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create an enjoyable, educationally exciting and positive environment in which all students can develop their skills to become confident, independent individuals who are able to take advantage of the opportunities offered to them. At the heart of the work is a continuous cycle of assessing, planning and teaching which takes account of the wide range of abilities, aptitudes and interests of our learners. Progress is shared with parents/carers three times a year and at annual review.

In particular we aim to:

- ✓ Enable each learner to experience success,
- ✓ Promote the development of self-confidence and self-esteem,
- ✓ Ensure that our curriculum is responsive to all learners whatever their individual need,
- ✓ Promote positive attitudes,
- ✓ Identify, assess, record and regularly review learners' special educational needs,
- ✓ Encourage parents and carers to be involved in planning and supporting at all stages of their child's development,
- ✓ Ensure that all staff are meeting their responsibilities within their identified roles.

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At ETF, assessment and record keeping are valued and given high priority. All learners have a OneFile account containing examples of work across the curriculum; special achievements and certificates; and photographic and video evidence as appropriate. Achievement linked to the curriculum is detailed in this record keeping file on a daily basis. These records are updated and monitored by senior staff as part of a regular process. OneFile accounts are regularly reviewed and updated. Through these procedures, which are designed to measure even the smallest achievements, Directors are able to evaluate the success of the education provided to learners by ETF and set targets for improvement of the provision. ETF is committed to working in partnership with parents/carers in partnership and will facilitate support groups as required.

Parents with concerns are able to contact tutors by telephone before and after the learner's day. More serious issues are directed to the ILM who will endeavour to investigate the problem the same day. Staff are required to keep the ILM informed of any possible problems in writing. ETF policy is to keep parents informed of any actions being undertaken at all stages of dealing with a complaint with regard to education provision. The role of parents in securing quality education for their young person is a vital one. It is recognised that the information provided by parents about their young person is invaluable in setting educational targets. ETF will keep parents informed of all aspects of their young person's time at ETF sharing achievement evidence and planned curriculum coverage.

3. Categories of Special Educational Need

Learners who have difficulties with Social, Emotional and Mental Health (SEMH) may find it hard to:

- Make and maintain appropriate and healthy relationships
- Regulate their emotions

Sometimes these difficulties will present in:

- Withdrawn behaviour
- Challenging, overactive or disruptive behaviour
- Being controlling

Young people can develop social, emotional and mental health needs for many reasons. Sometimes these are related to other learning needs, either as part of a condition or disorder, such as:

- Attention deficit hyperactive disorder (ADHD) or attention deficit disorder (ADD),
- Attachment disorder,
- Autism spectrum condition (ASC),
- A pervasive developmental disorder that impacts upon their mental health and social and emotional wellbeing,
- A medically unexplained condition, such as being reluctant to speak.
- A response to an unmet need, for example, a young person who has difficulty with communicating thoughts and ideas may find inappropriate ways to express themselves.
- Sensory difficulties, learners will require reasonable adjustments to help them adapt to the learning environment.
- A response to factors outside of the learning environment, such as early life trauma.

As well as SEMH needs, many of our students have an additional special educational need from one of the following categories:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical

4. Staffing & Multi-Agency Partnership

The Board of Directors and all staff are expected to attend CPD training days and other specific courses as well as being kept informed by in-house training. Each learner will have a nominated tutor and group or 1:1 support based on the needs identified in the EHCP. A flexible approach to the deployment of staff is operated using the strengths of individuals to support the curriculum ie IT, Functional skills etc. There is a range of IT and accessible resources based on individual learner needs available within each class.

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The Inclusive Learning Manager (ILM) is supported in this role by ETF's Senior Leadership team (SLT).

The ILM's responsibilities include:

- ✓ Overseeing the day-to-day operation of the academy's SEND policy
- ✓ Coordinating provision for students
- ✓ Ensuring the involvement of parents/carers in reviewing and planning for agreed outcomes
- ✓ Liaising with staff to make appropriate provision by supporting planning, monitoring and reviewing
- ✓ Liaising with educational psychologists, health and care professionals, and independent or voluntary bodies
- ✓ Being a key point of contact with external agencies, especially the Local Authority and its support agencies

5. The Annual Review Process

In addition to the termly reviews of the educational part of the EHCP, each learner will have an annual review of their EHCP. Parents/carers will be given notification of the date and time of the Annual Review. Follow up phone calls will be made to remind parents about the meeting where appropriate. Where a change of date is necessary and possible, this will be made.

The following information is gathered for the review:

- ✓ The current EHCP
- ✓ A report from the tutor specifically relating to progress towards outcomes over the last 12 months
- ✓ Any reports provided by additional professionals
- ✓ A parent comment form, which is sent out with the invitation,
- ✓ A student comment form, with students supported as necessary by a member of staff
- ✓ Attendance information.
- ✓ Attendance at the review

Parents, carers and all professionals currently involved with the learners receive invitations to attend the review. These professionals may include the Local Authority SEND Officer, therapists, representative from the Virtual School for Looked After Children, social workers and early help practitioners. Parents are welcome to invite a member of the SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) to support

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them if they wish. If any professionals cannot attend, they will be asked to submit a written report in advance of the review. If a parent or carer cannot attend the given date, every attempt is made to agree a mutually convenient time and date as we value their input in this process.

6. The Annual Review Meeting

Learners are invited to attend their Annual Review meeting to discuss and comment on their progress since the last review. The learner is the centre of the review and therefore should be given the opportunity to contribute to the meeting alongside others in attendance. The agenda for the meeting follows guidance from the Local Authority. In particular, the meeting focuses on amendments to the learner's plan so that it is up to date and relevant; reviewing and evaluating progress towards the learner's individual outcomes and completing a Record of Annual Review form which records key information about the learner for the last 12 months. All relevant paperwork will be completed and sent to the LA within 2 weeks of the Annual Review meeting.

This policy is reviewed annually.

Date	Page	Details of the change	Agreed by
May 2022		Reviewed – no change	Board
May 2023		Reviewed – Para 2 removal of reference to person centred review	Board
Next review May 2024		SENCO changed to Inclusive Learning Manager. SMT changed to SLT	Board
Next review May 2025			