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| **Special Education Need Policy** |
| **Excel Tutors** |  |  |
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**Excel Tutors**

**Special Education Need Policy#**

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# Introduction

Excel Tutors welcome children with special educational needs. We recognise every child’s right to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success.

We recognise the importance of early identification and assessment of children with special educational needs and disabilities. We are committed to providing support through differentiation, varied teaching styles and the best learning conditions for each child according to their needs..

Excel Tutors as a tuition centre believes in equality of opportunity and we aim to create a supportive yet challenging environment that values differences and recognises the achievements of all children.

Children may have special educational needs either throughout or at any time, during their school career. According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE January 2015):

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational needs provision to be made for him or her”**.

**Aims**

To ensure:

* compliance with the Children’s and Families Act 2014 Part 3, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: (0 to 25 years, January 2015)
* all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
* all children are given equality of opportunity to participate fully in Centre’s activities
* maximum opportunities for effective inclusion throughout the Centre to develop children’s maximum independence, as appropriate to their level of need
* all children have opportunities to meet personal standards of excellence
* early identification of special educational needs
* removal of barriers to learning and achievement
* effective assessment and monitoring of needs
* appropriate provision for children with SEN (Special Educational Needs and Disabilities)
* all staff are clear about their roles and responsibilities in providing for children’s special educational needs and work collaboratively to support children with SEN
* parents are able to play their part in supporting their child’s education
* close and effective partnership between parents, the setting and outside agencies
* where appropriate children’s views are valued and listened to

## Information about the SEN Provision

The Class Teacher has the greatest contact on a day-to–day basis with children and must, in accordance with the SEND Code of Practice 2015, identify and make provision for those children with special educational needs.

## Coordination of Provision

All staff are aware that **Nusrat Jahan** is responsible for children with special/additional needs. The title is that of **Learning Support Coordinator** and she is to be consulted at the onset on all matters relating to special educational needs.

Children at Excel Tutors can be on varying stages within our provision for SEN.

## Learning Support Coordinator’s Role

In our setting, the Learning Support Coordinator:

* manages the day-to-day implementation of the setting’s Special Needs Policy
* supports, liaises and advices colleagues
* manages learning support assistants
* co-ordinates the provision for and manages the responses to children’s special needs
* oversees the records of all children with special educational needs
* liaises with and supports parents/carers and is available to discuss their concerns
* liaises with external professionals and agencies including the local authority
* monitors and evaluates the special educational needs provision
* contributes to the professional development of the staff

## Staffing in the setting

The Learning Support Coordinator provides support for children with special educational needs in a variety of ways which includes working alongside the Class Teacher in the classroom or by withdrawing a child or a group of children.

A child with an Educational Health and Care Plan (EHCP) is usually supported by a Learning Support Assistant

Parents on occasions employ a Learning Support Assistant to support their child in the setting. These Learning Support Assistants are welcomed into the setting and are supported by the Head of Centre, Learning Support Coordinator and Class Teacher.

## Partnership with Parents

At Excel Tutors we believe that our partnership with the parents/carers is of vital importance. We recognise that parents know their children best and have a great deal to contribute. Parental anxieties can be eased through good communication with the setting. The parent can then appreciate what Excel Tutors is endeavouring to do and can support and extend work being done in the centre by a variety of methods.

Excel Tutors will always ensure that parents are kept aware of the progress of their child through all stages of the special needs procedure. In addition we offer parents:

* an “open door” policy which means parents can approach the Head of Centre, Learning Support Coordinator and all other members of staff whenever they have a concern and time
* short meetings before or after school
* scheduled meetings in the form of parent consultation evenings
* telephone conversations
* involvement in writing Individual Support Plans

# Admission arrangements

Children with special educational needs are welcomed into our setting as are all our children. The Centre makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties and where the constraints of the buildings allow, physical disabilities and sensory impairments. Successful inclusion is ensured by class liaison with parents and professionals in order to ascertain and meet individual needs.

When we are aware that a child may have a special/additional need before they start in our setting, we will endeavour to set up a smooth transition for that child. This transition will involve the child where possible, parents and any outside professionals/agencies known to the child.

## Inclusion and integration arrangements

The setting is committed to inclusion and aims to provide equality of opportunity for all pupils. All teachers are teachers of children with special educational needs.

## Disabilities

There is a disabled toilet located off the corridor.

# Complaints Procedures

If a parent has a complaint about the SEN provision for their child they should:

* firstly meet with the Class Teacher at a mutually convenient time
* if the situation has not been resolved, meet with the Learning Support Coordinator and the Class Teacher
* if the situation remains unresolved, an appointment should be made with the Head of Centre

We will endeavour to act swiftly and positively to address the issue directly.

(Please refer to Complaints Policy)

# Identification, assessment and provision arrangements

The Learning Support Coordinator maintains a list of children with special/ additional needs. Staff are given information about the children on the list and the nature of their needs prior to the new academic year commencing. The Learning Support Coordinator sets up a transition meeting with the Class Teacher.

Meetings will then be held throughout the year on an ongoing basis.

## Identification

Early identification is vital. Children with SEN may be identified through parental information, information from other teachers and teaching assistants in the class or through referrals from outside agencies.

Initial concerns voiced by the Class Teacher are recorded on the Initial concerns Form. This involves describing the nature of the concern and strategies implemented already by the Class Teacher to support the child. The Learning Support Coordinator will carry out an observation of the child. After the observation a meeting will take place with the child’s parents and class teacher to discuss strategies in order for the child to make greater progress.

## Assessment

Early intervention is very important. Our approach to assessment of need involves observation of the child in all normal setting situations, liaison with parents/carers and some standardized testing if we feel this is appropriate to both the age of the child and the difficulties they are experiencing

## Provision

High quality teaching, appropriately differentiated tasks for individual children, is the first step in responding to possible special educational needs. A child is referred to being at SEN Support when he/she needs help that is additional to or different from that usually provided in the classroom.

An **INDIVIDUAL SUPPORT PLAN (ISP)** will be drawn up and will focus on three or four individual targets that match the child’s needs, together with relevant strategies to help implementation of the targets. The **ISP**is reviewed termly with the child (if appropriate), parents and Class Teacher. The Head of Centre frequently attends ISP meetings and Reviews.

It may be considered appropriate to refer a child to an external professional/agency if their progress or behaviour continues to be a concern. These other professionals would advise on the **INDIVIDUAL SUPPORT PLAN**, suggesting targets and ways in which school staff can support the child.

In a very few cases when there is a significant concern about the child, the decision may be made that much more detailed information is needed. This could lead to a request for an **EDUCATION, HEALTH AND CARE PLAN ASSESSMENT**

# Request for an Education, Health and Care Plan

* When a child has demonstrated significant cause for concern over a period of time through SEN Support a request for an Educational, Health and Care Plan may be sought from the LA. At this stage strong support from an outside professional particularly the Educational Psychologist is vital.
* A child will be brought to the LA’s attention as possibly requiring an assessment through a request by: the setting, a parent, another professional/agency.
* A weight of evidence gathered through the SEN support and SEND support procedures will be submitted to assist the LA to determine whether an assessment is the appropriate next step.

## Education, Health and Care Plans (EHCP)

* Once all the advice requested for the assessment has been received, the LA will make a decision whether to draw up a plan.
* If an EHCP is granted and depending on the nature of the special needs, it may generate additional funding in the form of a Personal Budget
* The Head Teacher of the school is legally responsible for ensuring that any funding provided through the EHCP is used for the named child.
* The special educational needs prescribed in the EHCP will be addressed and met.
* All children with EHCPs will have short term targets set out in an ISP.

# Annual Review of Education, Health and Care Plans

* Annual Reviews will take place in accordance with the Code of Practice. All those individuals involved with the child’s development will be invited to the review. In the case of a child transferring to another school, the Learning Support Coordinator from the receiving school will be invited.
* Wherever appropriate, the child will be actively involved in the review process.
* Each Annual review will generate target-setting.
* A programme of transition will be planned between the present setting and the receiving setting if appropriate.
* Any change in the child’s needs, will trigger a review meeting at the earliest opportunity.

## Arrangements for monitoring individual progress

* At each stage, the Learning Support Coordinator together with the relevant teacher(s) ensures SMART (Smart, Measurable, Achievable, Realistic and Time Related) targets are set for children with SEN. These targets together with the teaching strategies used to support the child form part of an ISP that is monitored and reviewed by the Learning Support Coordinator, Parents, Class Teacher and other Support Staff at least once a term. Clear records are kept of the outcomes with details of further action to be taken.
* Within the setting, in-depth and frequent liaison between the Learning Support Coordinator, Class Teachers will ensure all adults working with a child have a thorough understanding of the child’s needs.
* Regular liaison between the Learning Support Coordinator and external agencies/professionals will ensure we have up to date information about a child.
* Visits to the setting by other professionals, enables us to increase our expertise delivering individual programmes and assess progress.

# Information regarding training for staff

The Head of Centre and the Learning Support Coordinator have responsibility for the coordination of the in-service training of staff with regard to SEN.

# Evaluating Effectiveness of the Policy

* All staff are aware of the contents of the policy and the procedures contained within it.
* Children with SEN will be identified early and correctly.
* Effective provision made for all children with SEN.
* Continuous monitoring of children’s progress in relation to targets set.
* All children will be given equality of opportunity to participate fully in Centre activities.
* All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement.
* All children will meet personal standards of excellence.
* There will be effective partnership between parents, staff and outside professionals/agencies.
* Where appropriate the views of children will be valued and considered.
* The Head of Centre and the Learning Support Coordinator hold regular meetings to discuss the child with special/additional needs and review their progress.

# Review of Policy

This policy will be reviewed annually