SAPC has adopted (with adaptations) the Special Educational Needs and Disability policy recommended by West Sussex County Council.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- Special Educational Needs and Disability Regulations 2014; Part 3 Duties on Schools – Special Educational Needs Co-ordinators; Schedule 1 regulation 51– Information to be included in the SEN information report; Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010 Schools Admissions Code, DfE 1 Feb 2012 SI 2012 1124
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Alternative Provision Statutory Guidance
- The SEND Information Report Regulations 2014
- The United Nations Convention on the Rights of the Child (UNCRC)

General Principles

- The majority of pupils attending SAPC have identified Special Educational Needs and/or Disabilities. Where a pupil does not have an identified SEND on admission, staff will continue to assess needs through the Graduated Approach and identify SEND, where appropriate.
- Special Educational Needs and are considered to be at SEN Support[1] of the Special Educational Needs and Disability Code of Practice 2015.
- All students are entitled to have their individual needs addressed while attending SAPC.
- Staff at SAPC will ensure, in their planning and teaching, that the Special Educational Needs of each pupil are provided for and that each student is given an opportunity to realise their potential as fully as possible.

Disability Discrimination

The Special Educational Needs and Disability Regulations 2014 are adhered to. Wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education. The disability discrimination duties provide protection for disabled pupils by preventing discrimination against them at school on the grounds of disability.

Accessibility and Equality

SAPC is committed to ensuring that disabled pupils are not placed at a substantial disadvantage compared with their peers.
Reasonable adjustments will be made to:

- The curriculum.
- The physical environment.
- Information and communication.

These duties are supported through the Accessibility Plan and Equality Objectives.

Policy Aims

This policy is to be read in conjunction with others such as the Teaching and Learning Policy, the Inclusion Policy, Behaviour Policy, and the College Accountability Plan (CAP).

At SAPC, we believe that effective SEND provision enables pupils to re-engage with learning, refocus on their aspirations and reintegrate successfully into education, training, employment and their communities.

Sussex Alternative Provision College aims to:

- Ensure every pupil with SEND receives a high-quality, inclusive education.
- Identify and meet SEND needs as early as possible.
- Provide ambitious learning opportunities that enable pupils to re-engage, refocus and reintegrate.
- Promote independence, resilience and positive outcomes.
- Ensure pupils and families are central to decision making.

- Remove barriers to learning and participation.
- Work collaboratively with schools, families and external agencies.
- Prepare pupils effectively for adulthood, further education, employment and independent living.

Definition of Special Educational Needs:

A child of compulsory school age or a young person has a learning difficulty if they have:

- (a) *significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) *a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.* SEN Code of Practice (2015, p 15)

Children 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.

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is*'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.*

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Roles and responsibilities

The Heads of School have responsibility for:

- Overseeing the day-to-day operation of the SEND Policy
- Co-ordinating provision for all pupils
- Overseeing the records of all pupils
- Contributing to the regular reviewing and monitoring of SEND provision

- Taking part in formal meetings with external agencies, regarding SEND, such as Annual Reviews and termly SENAT meetings.

The Special Educational Needs and Disability Co-ordinator is responsible for:

- Ensuring Individual Support Plans (ISPs) are reviewed.
- Coordinating Annual Reviews.
- Monitoring implementation of EHCP provision.
- Ensuring compliance with the SEND Code of Practice.
- Supporting transition and reintegration arrangements.
- Maintaining the SEND Information Report.
- Working in partnership with the Heads of School
- Advising and liaising with teachers and all support staff
- Supporting staff development in special needs related issues as appropriate.
- Compiling relevant documentation and chairing Annual Reviews for pupils with Educational Health and Care Plans.
- Preparing and submitting Education, Health Care Needs Assessment (EHCNA) requests (as agreed via the EHCNA Referral Meetings) to the local authority
- Liaising on a regular basis with Special Educational Needs Assessment Team (SENAT).

All education staff have responsibility for:

- Keeping accurate and detailed records on each pupil's progress.
- Through observation and associated assessments, identify individual special educational needs and record/communicate these as to the SENCO and their local Head of School.
- Prepare or support in the preparation of internal EHCNA referral requests.
- Keeping parents /carers informed of each pupil's progress, any concerns and any action taken.
- In consultation be responsible for the implementing of programmes of work devised to meet the special educational needs of a pupil.

All SEND Leads have responsibility for:

- Identify SEND needs early through baseline assessments, data analysis, and monitoring of attendance, behaviour, wellbeing, and progress.
- Coordinate and deliver targeted SEND interventions, ensuring support is evidence-informed, impactful, and tailored to individual pupil needs.
- Support high-quality inclusive teaching by working with staff to develop adaptive strategies and promote effective Quality First Teaching for pupils with SEND.
- Maintain and coordinate SEND planning and statutory processes, including SEND Support Plans, Assess-Plan-Do-Review cycles, EHCP evidence, and Annual Reviews.
- Work collaboratively with families, schools, and external agencies to coordinate support, share information, and help secure positive educational outcomes for pupils.

The Governing Body has a duty to:

- Ensure that appropriate provision is made for pupils who have SEND. Appoint a Governor who has responsibility for the oversight of SEND provision.
- Ensure that all Governors are aware of the importance of identifying and providing for children with SEND as part of their induction training.
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them, including the tier of support identified (Universal, Targeted and Specialist).
- Ensure that teachers and support staff are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the Code of Practice 2015 and the related legislation and guidance when carrying out its duties to pupils with SEND.
- Ensure that parents/carers are notified of the decision of any extra provision being made for their child.

Governors are responsible for ensuring:

- Compliance with SEND legislation.
- Publication of SEND Information Report.
- Publication of Accessibility Plan.
- Monitoring SEND outcomes.
- Appointment of a Link Governor for SEND.

Admissions

Referrals are made through the Pupil Entitlement or via the NHS for Hospital provision. This aims to provide an educational programme that is effective in meeting the needs of all pupils according to age, ability and nature of referral.

Resources

Resources are allocated according to the needs of the pupil.

Identification, assessment and review

Graduated Approach

SAPC adopts the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice.

This includes:

- Detailed assessment of need.
- Planning outcomes and support strategies.
- Delivery of agreed provision.
- Evaluation of impact.
- Adjustments to provision, as required.

Parents, carers and pupils will be actively involved at every stage.

Provision maps, Individual Support Plans (ISPs) and EHCP outcomes will be reviewed regularly to ensure support remains effective.

It is recognised that pupil's educational needs are on a continuum and may change over time. A whole school approach will be taken with all

education staff being considered as teachers of pupils with special educational needs. A continuous cycle of assess, plan, do, review, taking account of a wide range of abilities, will be central to the work of every class.

When appropriate, special arrangements for tests and examinations are made. All pupils are encouraged to engage in all activities and opportunities offered.

Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

On entry all pupils' current levels of attainment are assessed to ensure that they can build upon the learning and experience already established. Previous school records will be obtained. This will include a copy of the Educational Health and Care Plan, if appropriate, and ILPs. This information will provide starting points for the development of an appropriate curriculum.

Early identification is seen as an important part in a continuous process. To help identify pupils' special educational needs progress can be measured by referring to:

- Evidence from teacher observation and assessment.
- Their performance against individual targets.
- Their progress against the objectives specified in syllabuses for accredited courses that they are following.
- Standard screening or assessment tools.

It is recognised that not all pupils' learning difficulties always result from problems within the young person. Effective management, school ethos, and the learning environment, curricular, disciplinary and pastoral arrangements can help prevent some Special Educational Needs arising and minimise others.

A graduated response will be adopted following the model of action and intervention set out in the Code of Practice 2015. A variety of approaches will be employed to maximise the achievement of all pupils. A common

set of expectations will be clearly defined giving consistency across subjects. It is accepted that not all pupils will progress at the same rate. Where progress is not adequate, it will be necessary to take some additional or different action[1] to enable the pupil to learn or engage more effectively.

Pupils may have needs and requirements that fall into at least one of the four areas specified in the Code of Practice. Triggers for intervention may reflect these:

- Communication and interaction difficulties despite provision of a differentiated curriculum.
- Cognition and learning difficulties showing problems developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Social, Emotional and Mental Health (SEMH) difficulties that impact learning, engagement or participation.
- Sensory or physical problems despite provision of specialist equipment or personalised approaches.

All pupils have a SEND Support Plan written within a month of admission. These are reviewed at least termly. The views of parents /carers and pupils are sought and taken into account.

Records of pupil progress will be maintained. These records will include information about behaviour, involvement of other agencies, the pupil's own perception of any difficulties, general strategies necessary to enable access to the curriculum.

A wide range of strategies will be deployed making full use of available resources. Most pupils' SEND provision can be met by Quality First Teaching. All SEND provision will follow a continuous cycle of assess, plan, do, review. This is referred to as the Graduated Approach.

A whole school approach will be adopted to ensure that the difficulties facing pupils with Dyslexia are recognised by all staff and that effective strategy to support the development of literacy and study skills are embedded in all subjects.
External support services might be asked to provide additional specialist assessments to measure pupil progress, provide advice on the use of new or specialist strategies or materials and inform planning.

For a minority of pupils, help given at SEN Support may not be sufficient to enable the pupil to make progress. It may then be necessary, in consultation with the Head of School/SENDCO, parents / carers and external agencies, to request the LA to initiate a statutory assessment. This is monitored within APC by an internal referral and assessment process that requires a detailed gathering of evidence by centre staff and a submission of referral to the internal SEND team.

Preparation for Adulthood

SAPC promotes preparation for adulthood through personalised curriculum pathways which develop:

- Employment skills.
- Independent living skills.
- Community participation.
- Health and wellbeing.
- Aspirations for future education, training and employment.

External Support

A multi-agency approach will be adopted. Pupil Entitlement will ensure that all the services working with the pupil are kept fully informed about action being taken. These services include the Children We Care For (CWCF), Child and Adolescent Mental Health Service (CAMHS), Children's Services, Youth Justice Service, School Nurse, Educational Welfare Service, Educational Psychologists, Autism and Social Communication Team.

Integration – links with other placements

Close links are made with mainstream and special schools, Colleges of Further Education and work placements, offering specific support packages when pupils are re-integrated as appropriate. The primary aims are to re-integrate pupils into schools or to provide transition plans for pupils whose educational needs will best be met in a College of Further Education or a place of work.

Inset / Staff development

This will follow the College CAP and be according to need. Training will be provided as appropriate.

Pupil Participation

SAPC recognises the importance of hearing and responding to the views of children and young people.

Pupils will be supported to:

- Contribute to SEND reviews.
- Participate in Annual Reviews.
- Set personal learning targets.
- Discuss aspirations and transition planning.
- Evaluate the effectiveness of support provided.

Transition Planning

SAPC will provide enhanced transition planning for:

- Admission to the provision.
- Reintegration to mainstream school.
- Transfer to specialist provision.
- Transition to FE colleges.
- Employment or training pathways.

Transition plans will involve pupils, families, commissioning schools and relevant external agencies.

Parents / carers as Partners

Parents / carers are acknowledged as partners in their child's education and as such their views and ideas will be valued. They are always welcome and encouraged to take an active role in their child's education.

Parents / carers will be kept fully informed of the Special Educational Needs of their child. Information will be given about the West Sussex SEND Information, Advice and Support Service.

Monitoring SEND Provision

Leaders and governors will monitor:

- Progress and attainment.
- Attendance.
- Behaviour and engagement.
- EHCP outcomes.
- Reintegration outcomes.
- Exclusions and suspensions.
- Stakeholder feedback.

This information will contribute to school self-evaluation and improvement planning.

Complaints procedure

Any complaints should initially be addressed to the Head of School. If concerns cannot be resolved they should be addressed to the Executive Head in line with the SAPC Complaints Policy.

Review and Evaluation

This policy will be evaluated and reviewed on a yearly cyclical basis.

ADOPTED BY SAPC	October 2016
RATIFIED BY GB	October 2016
REVIEWED	September 2026
REVIEW DUE	September 2027

Glossary of Information

1. **SEN Support –** this means help that is additional to or different from the support generally given to other children of the same age.