

Policy / Procedure Cover Sheet

<b>Policy/Procedure</b>	Policy		
<b>Type</b>	Operational - Special educational needs and disability (SEND)		
<b>Applies to project(s)</b>	All	<b>Policy No</b>	OP/28
<b>Created by(owner)</b>	C Fyfe		
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**Change History**

Version	Description	Date issued	Reason	Approved by
1.0	New Policy	3.03.2020		CF

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
OP/04	Anti-bullying Policy	S/02	E-Safety
OP/11	PSHE	HS/04	Medical Needs
S/01	Child Protection and Safeguarding	OP/10	Equality and Diversity
OP/05	Curriculum Policy	OP/09	Equal Opportunities
OP/08	Educational Visits Policy	OP/06	Complaints

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## Special educational needs and disability (SEND) policy

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This policy acknowledges and complies with the requirements of:

- I. the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations.
- II. the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (January 2015)
- III. the Equality Act (2018)

The definition of disability, according to the Equality Act (2018), states that a child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This policy should be read in conjunction with the following policies (not an exhaustive list):

- i. Anti-Bullying Policy
- ii. Behaviour for Learning Policy
- iii. Child Protection and Safeguarding
- iv. Complaints Policy
- v. Curriculum Policy
- vi. Educational Visits
- vii. E-Safety
- viii. Exclusion Policy
- ix. Equality and Diversity Policy
- x. Equal Opportunities Policy
- xi. Medical Needs
- xii. PSHE

## 1 Statement and vision

1.1 Bright Sparks Learning Centre serves to educate children suffering from high anxiety and other social, emotional and mental health disorders. Admission to the centre depends upon a prospective pupil meeting the criteria required to enable the centre to maintain the educational standards for all its pupils commensurate with the ethos to which the centre aspires.

1.2 Our aim is to ensure that every pupil, with or without disability, has the chance of completing a happy and productive educational career; the chance of attaining both academic and personal success. Furthermore, we anticipate that our pupils will emerge as confident, well-educated and well-rounded adults with good prospects of enjoying a satisfying and independent life.

1.3 At Bright Sparks Learning Centre, we believe that:

- I. all pupils should receive a broad, balanced and relevant curriculum to meet their special educational needs (SEN)
- II. with the right support, all children can achieve more than they ever thought possible
- III. all pupils can achieve personal and academic success
- IV. all children with SEN require targeted support and guidance to ensure that they successfully access learning, activities and the wider opportunities made available to them

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1.4 Bright Sparks Learning Centre will:

- I. apply the centre’s obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability
- II. plan for parents and visitors to the centre who also might be wheelchair users

**2. Identifying and assessing needs**

- 2.1 Bright Sparks Learning Centre admits children who have their needs identified by local commissioning authorities or schools. Our admissions policy, and related procedures, ensures that every child is fully prepared for entering the centre and that key documentation and information related to each child is collected and collated.
- 2.2 Diagnostic subject-specific, baseline assessments on entry establish current educational attainment, whilst the Boxhall Profile test reveals personal and social development needs. All data is collated and used to inform an individual education plan, specifying appropriate strategies and interventions to help maximise pupil progress and performance.

**3 Curriculum design**

- 3.1 Bright Sparks Learning Centre offers a broad and balanced curriculum designed to equip pupils with the knowledge, understanding and skills which will allow them to be successful in adult life. The curriculum is also designed to meet the needs, interests and aspirations of all pupils.
- 3.2 Providing a curriculum which enables pupils to become emotionally and socially literate is a fundamental part of our practice. Staff are committed in their desire to accelerate the emotional and social development of pupils. The social and emotional progress of pupils is assessed and monitored regularly with interventions provided where necessary.
- 3.3 Should a part-time pupil have a EHCP , the principal will ensure that teachers and staff working with the child are aware of their needs, via the compilation of an Individual Education Plan and Behaviour Management Plan, where required. Arrangements will be put in place to help meet need. The centre will ensure that teachers monitor and review the pupil’s progress and IEP’s are formally reviewed every half-term during a staff meeting. The centre will contribute to the annual formal review meeting.
- 3.4 Should a pupil’s special educational needs change, the commissioning local authority or school will be informed.

**4. Teaching**

- 4.1 As part of their professional standards, teachers hold responsibility and accountability for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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4.2 Teachers are also responsible for ensuring that schemes of work, lesson plans and teaching methods are differentiated and designed to meet the needs of all individual pupils.

## 5 Staff Training

5.1 A high quality programme of staff INSET ensures that:

- i. staff training requirements and statutory duties are met and up to date
- ii. the staff induction and core training programme are fulfilled
- iii. all staff receive professional development opportunities
- iv. clear job descriptions identify the qualifications and experience required for each post
- v. there is a pool of expertise within the centre to deal with the special educational needs within the centre community

## 6. Consultation

6.1 Bright Sparks Learning Centre regularly seeks the views of parents and carers to help inform policy and practice. Feedback is sought through:

- i. progress meetings to discuss pupil's performance, progress and provision
- ii. report reply cards
- iii. termly surveys
- iv. ongoing communication and contact

6.2 Views of pupils are also taken, allowing pupils to contribute towards some aspects of 'school life.' Pupils have the chance to disseminate their views through:

- i. termly surveys
- ii. council meetings
- iii. the assessment and annual review of statements of SEN and EHC Plans

## 7. Monitoring and review

7.1 Pupils Individual Education Plans outline annual educational targets. Pupil progress is continually monitored and reviewed in the classrooms through formative assessment procedures and on a formal termly basis through pupil progress meetings.

7.2 Monitoring and review of provision is undertaken on a termly basis by senior leaders.

## 8. Working with other professionals

8.1 Bright Sparks Learning Centre works with a range of professionals, both in-house and within the local authority, enabling the targets of the EHCP to be met. Along with teachers, teaching assistants and other key staff, the centre liaises with the following professionals:

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- i. Social workers
- ii. School nurses
- iii. Educational psychologist
- iv. Independent careers adviser

8.2 Other professionals may also be commissioned on a fixed period basis, according to the needs of individuals and once agreed with parents.

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