



The Complete Works Policies

Special Education Needs and Disabilities (SEND) Policy

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Special Educational Needs and Disability (SEND)

According to the SEND Code of Practice, a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he, she or they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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.

For further guidance, please use the link to the SEND Code of Practice below <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The main purpose of this SEND policy is to describe how The Complete Works (TCW) will:

- Identify children or young people with SEND needs
- Create greater choice and control for young people over their support
- Collaborate between education, health and social care
- High quality provision to meet the needs of children and young people with SEND
- Monitor and evaluate the progress of student who have SEND
- Remove barriers to learning
- Help prepare young people for adulthood e.g. college

This policy is used in conjunction with other related policies including the SEND Report.

Contents

| | |
|----------------------------|----------|
| Overview | 4 |
| Aims and Objectives | 4 |

| | |
|-----------------------------------|-----------|
| SEND at The Complete Works | 4 |
| Resources | 5 |
| Tasks | 7 |
| The response | 9 |
| Role of parents | 10 |

Overview

The SEND Code of Practice 2015 (COP) highlights the rights of all children and young people to receive an appropriate education, with opportunities for them to reach their goals. The SEND COP provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in April 2020.

Aims and Objectives

Every member of staff at TCW will do their best to meet the Special Educational Needs of all young people. We aim to raise the aspirations and expectations of all our students with SEND.

This will be achieved by:

- Having high expectations
- Promoting a culture of inclusion, whereby learners with SEND are supported to develop personal independence
- Using assessments to help clarify the nature of a need and to monitor progress
- Offering young people access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion
- Enabling teachers to make appropriate provision for all their young people through appropriate support, information and advice
- Involving students, parents and carers in the decisions that relate to their, or their child's education and support, as outlined above.
- Having a graduated approach to meeting needs
- Keeping Local Authorities and Referrers updated on progress

SEND at The Complete Works

TCW believes all students should have the right to maximise their potential and achieve their personal best. TCW caters for the needs of students of all abilities across the four broad areas of needs. These four areas give an overview of the range of needs that TCW plan for:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

At TCW we are committed and focused on aiding young people to achieve their outcomes and enabling them to attain high levels of achievement. At TCW we work individually and in small groups allowing us to tailor our lessons to students' learning differences and therefore removing barriers to students' learning. We offer a flexible, personalised approach to learning, promoting students' strengths. Teachers at TCW are informed of students' needs prior to accepting the allocations and teachers are carefully matched to the student to ensure that the student's needs are met and they can progress. The nature, features and requirements of which should be accessible to students across the whole ability range concerned. When both devising and implementing tasks for specific groups of students, teachers pay careful attention to the implementation of differentiated learning strategies. Students' participation and collaboration with parents and external agencies is seen as key to our SEND work.

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing individual needs. Differentiation can be described as having five main components:

- Resources
- Tasks
- Response
- Support
- Group Structure

Each of the five components of differentiation are explored in detail below. The most important prerequisite of good differentiation is good and accurate knowledge of the students. This relies upon liaison with those responsible for the care of each student.

Resources

Resources should:

[Have an appropriate readability level and/or be easily understood](#)

When students are taught together in group lessons, teachers should differentiate tasks to ensure individual students are being taught at the correct level and their abilities are being stretched. They should also have staggered assessment deadlines. Teachers at TCW aim to use familiar language and everyday examples in discussions with the students. Lastly,

prior to planning lessons or creating resources, teachers take into consideration learning styles and information noted on the students' individual education plan (IEP).

Be easy to use

Any worksheets provided by the teacher are word processed with clear instructions so that students understand what is required and are able to complete the task.

Be well designed

All students should be provided with textbooks and quality worksheets/booklets. All the students at TCW are given a Chromebook so that they are able to still access education remotely. Teachers created their own resources and materials based upon the individual need/s of their students.

Be in many different forms

Design/drawing materials, various props, texts (including library material), worksheets, visuals aids, booklets, PC, CD ROM, YouTube, Tape/Video/DVD recordings, etc.

It is essential that the teachers at TCW take into consideration the extent to which, and the means by which, students with strong preferences for particular learning styles can be accommodated. More specifically, they should consider whether the student is a visual, auditory and kinaesthetic learner and create resources, material to ensure the learner is engaged in the lesson and understands the work.

Indicate a planned use of available resources

Show progression and continuity within each particular programme of study.

Be kept in well managed storage/retrieval systems

All resources should be up-to-date, well managed and ordered. The Education Team and teachers are responsible for managing the resources for specific students.

Prepare students

Prepare students for the methods of study that they will be expected to use. Teachers should inform the students at the start of their studies as to the methods of study that they will be

expected to use. Students may also be provided with visual aids '*help-sheets*' (e.g. how students are to write a formal letter).

Build study skills

Teachers should return each student's written work with constructive feedback so that students are aware of expectations and how to further develop. When appropriate, teachers should produce book lists and study guides for use in the library. For GCSE and other formal examinations teachers should support the student's revision programme, by going over specific questions from past exams and clarifying the finer points of 'examination technique.'

Tasks

Devising and implementing tasks

When both devising and implementing tasks for specific groups of students, teachers should pay careful attention to a wide range of factors, including:

- The language in which the tasks are presented and explained.
- The way that explanations are constructed.
- The kinds of key terms and concepts involved.
- The cognitive levels at which the students can operate, and their ability to structure information.
- The students' abilities to engage in research and to study independently.
- The students' technical, organisational and (where appropriate) creative competencies.
- The nature and relative demands and hazards of the materials, tools, techniques, props and resources to be used.

In some instances, teachers may come to the conclusion that for the most able or gifted students in a group, they may need to devise some related and appropriate extended tasks. Conversely, teachers may also find that the 'less able' students in a group may need tasks to be broken down into component parts, require more instruction, or need additional aids and support of one kind or another.

Tasks should:

Show variety

Variety should be present throughout a topic and within a session if possible and be evident in each student's programme of study.

Be suitable for the abilities of the students

TCW has a variety of resources and strategies that can be used to further support students' ability. Teachers should assess and review student's comprehension, this can be done via direct questioning etc. Teachers can also openly ask students and based upon the responses that students make, distinguish what they have found challenging. They should make a particular point of starting from a position of existing knowledge and skills, set in a familiar context. They should then move on to new experiences, after consolidating what has been learnt before and whether it has been retained. Both written and spoken questions/vocabulary should be structured to enable students of all abilities to understand and respond.

Have a structure that enables the student to stay on task

Teachers should explain all tasks to the students and provide structured notes, as printed sheets, to enable students to understand the requirements of the subject they are studying. Additional source material may also be displayed, for students to refer to.

Identify possible outcomes

Work done by other students may be used to illustrate possible outcomes and to inform and motivate students. Extended work should be accompanied by notes, to illustrate the areas that should be covered and to show the types of outcome that might arise, e.g. a design, a model, a report, a presentation, a play/sketch, video and DVD material or photographic images. By providing extension tasks, it is stretching the learners' abilities.

Match the student's interests

Teachers should review and assimilate the self-assessment responses that students make, regarding the work that they enjoyed or did well at.

Allow for choices to be made by the student

In certain circumstances it may be possible for students, with the teacher's guidance, to choose the order in which to research their subjects. This includes the skills and techniques they use and the form of the presentation they wish to make.

Allow the teacher to build a learning route through a study topic

Each student's programme of study should be designed to allow for continuity and progression. The teacher and student will create their own personalised route through the subject studied, which should be linked to the National Curriculum.

The response

The need for teachers to become appropriately familiar with their students' ability levels in the different areas and aspects of their education is fundamental to successful differentiation.

The response should:

Make study objectives clear to students

Each programme of study should clearly detail the topics studied in each long term teaching period.

Make assessment criteria clear to students

Teachers should involve students in assessing their own achievements and give them access to all assessment criteria.

Create a positive atmosphere

Teachers should create a positive atmosphere in which students discuss their own and each other's work. Teachers should encourage students to comment on and discuss each other's work in positive ways. Pieces of work may be read or shown to others, to encourage the identification of good practice.

Be given to students in small groups

The formation of small groups allows students to discuss matters and problems. It can increase communication skills and give greater opportunities to build confidence.

Allow for individual action plans to be built for the students

Students should be able to set their own personal targets and outcomes that they would like to achieve within the academic year or long term. Students should be creating an individual action plan through academic review.

Reflect

Is it essential to reflect upon what the student has achieved and consider the student's previous achievements. Teachers should endeavour to use constructive criticism and advice at all opportunities.

Role of parents / carers

TCW is committed to a partnership with parents / carers in educating children and young people. At TCW there is a strong emphasis on developing and maintaining relationships between home and school to ensure that the young people make the best possible progress. TCW aims for parents / carers to take an active part in school life through various projects e.g. post exam project. We recognise that parents / carers are experts in regard to their own children.