



Special Educational Needs and Disabilities Policy

We aim to provide all students with equal access to all our curriculum areas and plan work and provision to meet the needs of all our students. We have access to and use a range of professionals in supporting students with special needs.

This policy should be read in conjunction with our other Centre policies, particularly the Anti-Bullying Policy and the Safeguarding Policy, both of which are available on the Sherborne Learning Centre website (sherborne-lc.org.uk).

Identification of Special Educational Needs and Disabilities

There are four types of Special Educational Needs and Disabilities (SEND) decided by the Department of Education.

- Communication and interaction.
- Cognitive and learning.
- Social, mental or emotional health.
- Sensory or physical.

If a student has SEND, then their needs will fit into one or more of these categories.

At SLC, students are identified as having SEND in a variety of ways. This includes the following:

- liaison with previous school;
- concerns raised by parent/carer;
- concerns raised by teacher;
- student performing below expected levels;
- student making less than expected progress;
- liaison with external agencies i.e. Educational Psychologist, SENSS etc; and
- baseline assessment on entry.

If you feel your child has Special Educational Needs or Disabilities please discuss your concerns with your child's tutor in the first instance.

Information Sharing and Monitoring Progress

Information about your child's provision can be discussed with tutors or subject teachers. Tutors contact home on a weekly basis to discuss your child's progress, but teachers will meet with you at any point in the school year if the need arises. Letters, phone calls or emails will be used to keep you updated on your child and discuss support in more detail if required.

Tutors regularly have one-to-one contact with their tutees to discuss and review their PLPs and their progress towards the outcomes.

You will be fully included in the process of working with your child. This includes:

- initial visit to the Centre;
- introductory meetings;
- weekly phone call home for information exchanges and updates;
- parent/teachers meetings;
- termly progress reports;
- annual review meeting and report; and
- parent involvement in changes in the school timetable through formal and informal consultations.

All students have an Personal Learning Plan which is reviewed termly. If your child is continuing to make less than expected progress, as measured by termly progress checks, our provision for your child will be reviewed and changed if necessary. We will always discuss any potential changes with you and take your views into account. We will also take the views of your child into account, as appropriate to their age and understanding.

Preparation for Adult Life

All students at SLC are supported in planning for their transition from school to adult life. Staff from Connexions, and independent careers advice service, will work one-to-one with your child throughout years 9 to 11 in the Centre to get to know them and to advise them on the options available after leaving the Centre. There are regular visits to Further Education Colleges in the area where students are given a 'taste' of what they have to offer. Through XL+, students become familiar with job application forms, writing a CV and interview techniques.

Teaching and Learning

All staff have a responsibility to meet the needs of all the students in the Centre.

All students have a personalised curriculum to match their individual needs, interests and abilities.

We can help your child, if needed, by offering additional help and support, or by offering a range of interventions and additional subject help.

Most of our lessons at SLC are taught in small groups and are differentiated to suit your child's needs.

When your child is approaching the start of KS4, if needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualification exam regulations.

All staff are told about your child's individual needs and will adapt their lessons to meet them. All teachers have experience or are trained to do this. The staff at SLC is made up of the Head Teacher (MEd SEN), Teachers, Higher Level Teaching Assistants and Teaching Assistants. We have two Emotional Literacy Support

Assistants who are trained to plan and deliver programmes of support if your child is experiencing temporary or long term additional emotional needs.

Training is provided to all new staff and there is ongoing training and opportunities to further develop skills.

Additional Support

The Centre can call on support from specialist organisations from within the Local Authority, including:

- Child and Adolescent Mental Health Service (CAMHS);
- SEN Specialist Service;
- Educational Psychology Service;
- Locality Teams (the Early Intervention Service);
- Social Care; and
- School Health.

We are also able to work with specialist organisations that are not part of the Local Authority such as bereavement services, drug and alcohol support services and services to support with emotional, social and behavioural difficulties.

These services are contacted when necessary and appropriate, according to your child's needs.

If your child has been identified as having Special Educational Needs or Disabilities that require additional support, focussed meetings will be arranged with the appropriate agency. You will be invited to and informed in advance about any meetings held concerning your child.

Equal Opportunities and Complaints

SLC will always ensure that students with SEND are provided with equal opportunities to engage in activities outside of the classroom including trips. We have an Anti-Bullying group, which is the core part of our work with all students, and a Student Council, which provides an opportunity for them to engage in a structured partnership with teachers in the operation of the Centre.

At SLC we will always work closely with you to try and resolve any worries or complaints you have about your child.

If you are not entirely happy you should look at our complaints policy on the SLC website. We will always welcome any constructive advice.