



R.E.A.L. Education Limited

Policy for students with Special Educational Needs and Disabilities

**(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Ilkeston)
(R.E.A.L. Independent Schools, Blidworth)
(R.E.A.L. Independent Schools, Hinckley)
(R.E.A.L. Independent Schools, Mansfield-
Previously RAPS)**

Amended on: 10/11/22

Review Date 10/11/23



Revision history:

10/11/2022 - Amendments to include the ESP team, make reference to the Green Paper, KCSIE 2022

08/09/2021 - Amendment to KCSIE date

31/01/2021 - Further amendments made to include The Individual Curriculum Intent Plan

09.9.2020 - Addition of the Covid Addendum and revised in light of Working together to safeguard children 2020.

03/09/2019 - Revised in light of changes to QA practices and addition of learner voice throughout.

01.11.18 Revised in light of Working together to Safeguard Children 2018

15.07.16 - Revised in the light of SEND code of practice changes / EHCP

01/03/2014: - No amendments to policy.

01/03/2012: - Policy written for R.E.A.L. Independent Schools.



Policy

This Policy is updated annually and has been developed in line with the following legislation and guidance:

- SEND Code of Practice (2015)
- Equality Act (2010)
- The Children and Families Act (2014)
- Working Together to Safeguard Children (2020)
- Keeping Children Safe in Education (2022)
- SEND Review and Green paper (2022)

The policy should be read in conjunction with the following REAL Independent School Policies:

- The Management of Behaviour
- Preventing Bullying Policy
- Learner Voice
- Admissions
- [Assessment and tracking policy](#)
- Curriculum
- Safeguarding
- Accessibility Plan
- Health and Safety and First Aid
- Medication policy
- Transitions policy

Introduction

R.E.A.L. Educational and its Independent Schools (to be known as R.E.A.L hereafter) place children and young people at the heart of their learning experience. We focus on the needs of those with significant and complex additional needs who may be “lost to learning”, at significant risk of exclusion, or out of school with a placement difficult to establish. This group is commonly categorised as having “Special Educational Needs”.



It is important to recognise that at R.E.A.L we work with the needs of the whole child, not just the special educational needs of our young people. There are factors we consider that may not be categorised as Special Educational Needs such as:

- Disability
- Attendance and punctuality
- Health and Welfare
- Having English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child
- Being the child of a service man/woman

We work with a range of children and young people for whom the learning experience has previously failed in either mainstream or special school. In order to reverse the identified pattern of failure, we promote a culture of respect alongside healthy and productive attitudes towards learning by developing an ethos of high expectations, high aspirations and high levels of achievement when compared with a baseline, enabling each young person to achieve their potential. A key to the success of this approach is the value we place on the nurturing of quality relationships in building trust for productive learning experiences.

In our work we are truly committed to re-thinking engagement and approaches to learning through the recruitment of staff fully committed to “going the extra mile”. This is embodied in a team of experienced, skilled and enthusiastic professionals, fully focused on empowering young people to prepare for their long term aspirations through a solution focused – “can do” – approach that will create realistic outcomes and appropriate pathways into adulthood, whether that be employment or further education..

We know that many young people and their families who engage with this approach initially have significantly poor self-esteem and aspirations. By providing a vibrant and progressive culture and climate of continuous innovation, we “raise the bar” on achievement and attainment whilst building self-esteem, ambition and resilience.

We take an explicit, evidence-based approach to fostering the development of the emotional health and well-being of our learners, which we begin at induction. We draw on a range of approaches that have been shown to improve well-being and we integrate these into our work in both explicit and indirect ways. We see this as a core element of our work.

We are focused upon a commitment to improvement, based on continuous and consistent professional evaluation and analysis of our performance and current and future needs. To achieve this, we actively seek the participation of all stakeholders in striving to secure continued improvement.



This policy sets out some of the structures and strategies we have in place to support our aims.

Who is the policy for?

This policy refers to young people with special educational needs and or disabilities (SEND) with whom we work. It explains why and how R.E.A.L. works with them. The guiding principle informing this policy is to ensure that young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society. The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.

Pupils with SEND supported by R.E.A.L. could have difficulties with one or more of the following:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health needs
- Sensory and/or physical needs

Aims

The aims of this policy are:

- To ensure that the school complies with the requirements of the Children and Families Act 2014 and the SEND Code of Practice 2014 (updated for 2016/2017), the Equality Act 2010 and other relevant statutory guidance and that these requirements are implemented effectively within the school.
- To ensure that every pupil with special educational needs:-
 - achieves their best
 - become confident individuals living fulfilling lives, and



- make a successful transition into adulthood, whether into employment, further or higher education or training

R.E.A.L Leadership and Governor objectives for making provision for pupils with SEND

RE.A.L leaders and Governors will:

- Ensure that the necessary provision is made for all pupils who have SEND. This includes ensuring an appropriate curriculum offer for the wide range of pupils and their needs.
- Quality assure the management of personalised learning programmes
- Determine the key responsibilities of Learning Managers and monitor the effectiveness of their undertaking of those responsibilities.
- Make sure that all staff are aware of the importance of and are skilled in identifying and making provision for the specific needs of pupils.
- Make sure that parents/carers are fully consulted with regards to their child's education
- Make sure our learner views are a central part of reviewing their learning programmes.
- Make sure that pupils with SEND have access to quality learning experiences in line with their mainstream peers, so far as is reasonably practical and compatible with their needs and wishes.
- Make sure that, where the named Learning Manager at R.E.A.L. has been informed by the LA that a pupil has SEND, the use of an EHCP and regular reviews will inform practice and changes to provision
- Make sure that the named Learning Manager will liaise with all staff working with SEND pupils regularly, via meetings and the use of the Individual Curriculum Intent Profile, updating them with regards to their SEND, and advising on appropriate strategies to use and outcomes to be worked towards.
- Ensure that all staff are aware of the SEND policy of the school and work appropriately with all young people who have SEND.
- Have regard to both the SEND Code of Practice as well as the Equalities Act (2010) when carrying out our duties toward all pupils with SEND.
- Work in partnership with parents/carers and with relevant agencies when providing for individual pupil needs and ensure that parents/carers are made aware of the LA's Local Offer and how to access it. The Local Offer for each local authority can be found



by searching Local Offer plus the name of the local authority for the home address of the learner. (See the list in the appendix at the end of this policy).

- Ensure the quality assurance of services commissioned by the school and gather reports on the progress of children on their roll.
- Report regularly to parents on their child's progress and on the implementation of the School's SEND policy.

Implementation

R.E.A.L. has regard to all the requirements of the SEND Code of Practice 2014. (Including amendments made for 2016/2017) The SEND Code of Practice promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help young people who have SEND make, at the very least, adequate progress and successfully access a curriculum that is appropriate to their needs. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a young person may be experiencing.

For most students who attend R.E.A.L., previous schools will have identified the student's SEND and a number of early intervention strategies will have been attempted. R.E.A.L. will provide specialist support to meet the students' complex additional needs. Tutors are therefore expected to look carefully at differentiating their approach to meet the specific learning needs of each pupil. All tutors focus on personalising teaching and learning as well as a regularly assessing the impact of specific interventions

Arrangements for co-ordinating the provision of education for pupils with special educational needs at the School

Each student at R.E.A.L. has a designated Learning Manager who fulfils the role attributed to a school's SENCO. The Head teacher, together with the senior leadership team, co-ordinates and monitors the work of these Learning Managers. The Head of schools is currently the named SENCO for learners on roll of all four Independent Schools. In addition, we can offer an enhanced support (ESP) team for those learners who need an additional level of support.

A list of all teaching and support staff with training and experience in SEND is available on request from the HR Department.



Identification and Assessment

Identification of particular individual needs of pupils is a collaborative process between referrers, our referral and assessment lead, Learning Manager, pupil, parents and carers, with additional expertise provided as and when appropriate from the School's Educational Psychologist, advisory staff for autistic spectrum disorders, specific learning difficulties, the CAMHS team, speech and language therapy, occupational therapy and medical and nursing services.

- Identification and assessment of SEND is usually made ahead of referral to R.E.A.L.
- Referral information is provided at initial planning meetings; completed paperwork will give pen picture, risk management, EHCP where possible and previous academic history.
- On entry, baseline assessment information is gathered to evaluate the starting point for each learner. This is usually, though not always, gathered by our referral and assessment lead or members of our R.E.A.L. Education referral and assessment team. There may often be a dip in attainment levels from those previously recorded, due to the complex nature of the casework.(ie if learners have been out of school for a significant length of time before coming on the roll of R.E.A.L Independent Schools or attending R.E.A.L Education provision.
- Learning Managers complete an Individual Curriculum Intent Plan (ICIP) for each learner that identifies areas of strength and areas for development, outlines our curriculum intent for the learner and tracks their progress. This form is used to ensure all those working with the learner have a clear idea of their individual needs, strategies that work and intended outcomes.
- Learning Managers meet with all teaching and support staff to identify an appropriate personalised approach for each student.
- Assessment is a continuous process throughout a child's time with us. This ensures progress and high expectations are maintained. The newly introduced ICIP forms and our provision maps are used to track progress and inform those working with learners of their intended outcomes.
- Parents/carers are encouraged to contact the Learning Manager if they have concerns about the progress of their child.
- Learners are encouraged to play a full part in their education by attending meetings, having frequent meetings with their Learning Managers, talking to the staff on their timetable, attending Learner Voice meetings and completing learner feedback forms.



SEND Provision

Needs and provision for pupils with Education Health Care Plans is determined by the LA and are met through funding resources provided directly by the LA and from schools. When planning a programme of education for a child with an Education Health Care Plan, we make sure that it meets the requirements set out in the Plan. Person centred reviews are held in a way appropriate to the individual learner needs, to ensure maximum participation from learners in their plan.

All staff at R.E.A.L. are equipped to support pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from their previous experiences in mainstream or special education.

Staff help pupils with SEND to access a balanced and broadly based curriculum by:

- Helping them improve their skills in core subjects in a manner that suits their learning style and needs
- Looking at other subjects they are interested in, and trying to incorporate these into their individualised curriculum.
- Creating stimulating and exciting approaches to learning. These include frequent opportunities for 'learning outside the classroom'.
- Differentiating schemes of work.
- Providing alternative and appropriate teaching strategies and approaches.
- Providing interpreters where learners require this to be able to access lessons. (ie for learners whose first language is BSL or any other language)

Curriculum Co-ordinators

Our curriculum at R.E.A.L. is designed with four pathways in mind in order to best meet the needs of a very diverse learner population. This spans from pathway 1 which is aimed at re-engaging learners who have been out of education for a significant amount of time (possibly due to repeated exclusions from previous schools or it could be due to severe anxiety the learner experiences on a daily basis, for example). Pathway 4 on the other hand, provides a more formal learning pathway where learners are more likely to work in small



groups and are on track to work towards formal external exams such as GCSE. Curriculum coordinators in Maths, English, Science, PSHCE, PE, STEM and computing, review and develop the curriculum and resources and provide support to tutors delivering their subject. They often look for new ideas and initiatives to make their subjects more interesting and motivating for our learners.

Provision for sensory and/or physical needs

- Links are made to appropriate specialist support as required for the specific needs of students. OT is sourced where appropriate and several staff have been trained to deliver programmes by qualified OTs.
- Regular learning walks are conducted to audit the sensory environment to ensure it is appropriate for all learners. Learners themselves are invited to contribute to the learning walks and to comment on ways in which the learning environment can be improved.
- Our regular environmental audit also includes consideration of aspects of physical access as reflected in our accessibility plan (available to view on our website).

Provision for Communication and Interaction Difficulties

- R.E.A.L. supports the work of the Autism Education Trust and regularly holds provides training for all staff up to and beyond level 3.
- R.E.A.L. employs the support of Autism specialists who provide training, advice and support to staff and to parents.
- Across the curriculum, staff ensure that visual supports for learning and communication are utilised as appropriate to ensure that barriers to learning are removed.
- A high degree of structure and predictability is in place for all learners to help them feel safe and secure and are in a good position to learn.
- Signs and symbols are used by staff for some learners who need them in order that they can fully access the curriculum.
- Staff know and understand the need to modify their spoken language for a range of learners. In some instances this means providing short instructions with simplified language. It is equally important for staff to avoid sarcasm, idiomatic and non- literal expressions with specific learners for whom this can cause confusion and stress.

Provision for Cognition and Learning Difficulties



- Our curriculum at REAL is designed along 4 different pathways to ensure that the widest range of needs are catered for well. For learners with cognition and the curriculum is adapted to ensure the level of access is appropriate to need.
- A small steps approach is taken which breaks learning down into smaller, manageable chunks to ensure success at each stage.
- Precision teaching along with forward chaining and backward chaining which are teaching techniques used to help learners learn multi-step tasks, mastering one step at a time and “chaining” them together
- Regular opportunities are built into the curriculum to revisit, repeat and consolidate earlier learning with a view to ensure learning is embedded in long term memory. .

Support for Social, Emotional and Mental Health Difficulties

- R.E.A.L. employs the support of a behaviour specialist to provide training and support to staff
- R.E.A.L. has developed a model of personal development and well-being, supervised by an educational psychologist, aimed at supporting personal progress of students in this area.
- RSHE and PSHE are an integral part of our curriculum, with identified interventions for those learners who require additional support in this area.

Access arrangements

Access arrangements for examinations are organised by either the Learning Manager, subject leads or KS2/3 and KS4/5 curriculum co-ordinators.

Staffing Arrangements

The SENCO role is fulfilled on an individual basis by Learning Managers. Their work is supervised by the schools Heads of Area or the R.E.A.L Education Provision Manager, with the Head of schools and R.E.A.L Leadership Team having an overview of the implementation of this policy.

Headteacher and leadership team responsibilities:

- having high expectations and aspirations for every learner on the school roll



- overseeing the day-to-day operation of the school's SEND policy;
- Implementing quality assurance procedures to ensure a high quality of education is offered to every learner.
- liaising with and advising fellow teachers;
- managing the team of teachers and learning support assistants;
- Ensuring EHCP reviews are held within legal timeframes, unless there is an agreed reason why not from all professionals, parents and carers

Learning manager responsibilities:

- having high expectations and aspirations for every learner they manage.
- coordinating provision for pupils that will ensure high expectations and achievement;
- overseeing and ensuring the records on all pupils are accurate and up to date;
- liaising with parents/carers of pupils on a regular basis;
- liaising with external agencies, including educational psychology services, careers services, medical and social services and voluntary bodies
- making further referrals to specialists / other professionals where necessary
- monitoring the effectiveness of any SEND provision made for the pupil, through the development and use of the Individual Curriculum Intent Plan (ICIP);
- measuring the impact of specific, tailored interventions
- securing relevant services for the pupil where necessary;
- ensuring that learners make progress in their engagement, learning, social skills and independence
- coordinating the work and planning of all staff working with the pupil
- advising staff about differentiated teaching methods appropriate for the individual pupil
- ensuring that any pupil premium is spent for the benefit of the learner and with a view of ensuring they meet the outcomes within the EHCP.

The team working with pupils has specific responsibilities for:

- Delivering work within a subject, topic or theme set by the learning manager
- Differentiating the work set according to the needs and motivations of the learner
- Advising the learning manager and other team members of strategies and ideas that have worked or have not worked.

The team will have:

- expertise in working with vulnerable children and those with severe emotional and behavioural difficulties;
- training and experience in social and communication difficulties where necessary



Facilities

R.E.A.L. is often tasked with engaging the exceptionally hard to reach and will always seek to place a student in an environment conducive to their re-engagement in learning. Particular attention will always be paid to the management of health and safety and the management of risk that will include the venue and the individual circumstances of the student.

Admission Arrangements

See School Admissions Policy and School Prospectus.

Monitoring, Evaluation and Review

R.E.A.L. evaluates the success of the education which is provided for children with SEND through:

- Annual School Improvement plan
- Regular monitoring and reviewing, using the Provision map and ICIP forms to rack progress in addition to other record keeping
- Quality assurance including learning walks, work scrutiny, drop in visits, moderation of work, deep trawl exercises and observations
- SEND policy reviewed on an annual basis
- Termly Head Teacher reports to the Governors and Directors
- Liaison with and quality assurance from the governor responsible for SEND
- Pupil centred EHCP reviews
- Learner Voice meetings
- Regular liaison with parents/carers

The Directors and Governing body monitors the work of the Learning Managers through:

- considering termly head teacher reports
- considering reports from the Learning Managers;
- Monthly R.E.A.L Leadership Team meetings
- weekly Operational meetings
- Governor meetings (3 per term, 1 Quality and Standards of Education, 1 Culture and capital and one full Governor meeting)
- SEND governor inspections



- learner voice meetings
- liaising with the Parent/carer group

Arrangements made by the members of the management group relating to treatment of complaints from parents of pupils with SEND concerning the provision made at the school

Our Complaints Policy outlines the measures to take in order to make a complaint.

Arrangements made for In-service training

R.E.A.L. is fully committed to ensuring staff are fully familiar with the latest developments and training in all areas of SEND and make regular training events available to all staff. Following whole staff INSET on SEN, steps are taken to ensure that there is a direct impact on the quality of teaching and learning. The leadership team, Directors and Governors will do this through a combination of learning walks, lesson observations, learner voice and interviews.

External Support Services

- The school uses the services of an educational psychologist to support its work with all pupils.
- It also involves other outside agencies including Social Services (see Child Protection Policy), School Nurse, Speech and Language therapists, Early Help Unit, and Occupational Therapy, and CAMHS
- Learning managers have regular meetings with the educational psychologist and local authority SEND officers to discuss caseload, progress and strategy.

The role played by parents/carers of children with SEND

The School ensures that parents/carers and pupils are involved in decisions about what SEND provision should be made. R.E.A.L. recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of pupils and their parents/carers are heard and incorporated into the planning to meet their needs.

The overriding aim is to have a productive partnership with parents/carers—

- R.E.A.L. ensures that parents/carers are kept informed of the work done with their child and that their views, ideas and knowledge is used to help the learner make as much progress as possible.
- Parents/carers are encouraged to contact their designated Learning Manager if there are concerns they wish to discuss.



- Parents/carers are involved in review processes.

SEND Policy Addendum Next Review date: September 2021

The R.E.A.L Leadership Team and Schools Leadership Team will oversee the implementation of the SEND policy. This Addendum will additionally be implemented under the direction of the RLT, and may in some cases override elements of the main policy, in securing behaviour practice under COVID-19, for the duration of the time where the Covid pandemic affects the face to face attendance of our learners. This includes times of isolation or times when staff absences impact on the face to face attendance of our learners. This addendum to the SEND Policy of REAL Education and it's schools, is for use during the arrangements for the education of students in school during the Covid-19.. This addendum will be updated, as needed, in line with Local Authority and National guidance regarding the COVID-19 outbreak within the United Kingdom. It is to be used in conjunction with, and read alongside, the SEND policy.

Specific considerations for educational provision for children and young people with education and health care plans:

Due to the unprecedented circumstances presented by the coronavirus outbreak, the duty to secure the special educational provision specified in EHC plans has been temporarily modified so that local authorities and educational settings must use 'reasonable endeavours' to secure the provision. Currently, local authorities and educational providers are working closely together to consider what can be provided to support children and young people with EHC plans. In providing education on campus during this period, the school must have regard for multiple factors, and act in the widest interests of students and staff in reducing risk and meeting needs with the resources available. This may affect the degree and consistency of provision over time:

1. Students with EHC plans have been identified as vulnerable learners by the DfE.
2. All students with an education, health and care (EHC) plan have completed a risk assessment with their parent or carer to determine if their needs can be met safely at home or more safely met in the educational environment.
3. Upon their return to school, students and their parents or carers will be invited to discuss a transition plan and where it is appropriate, adaptations to the provision set out in EHC plan and/or Student Passports.
4. Targets may need to be amended or reviewed as appropriate (new targets may reference social distancing and hygiene routines).



5. Where access to therapeutic services is limited, provision may need to be delivered remotely for example via video link.
6. The school will provide explicit guidance and support for those students who may find the new routines and expectations challenging (this may include social distancing, hygiene, seating and/or safe space provision, EXIT arrangements) Appropriate signage and visual prompts will be available.
7. Adjustments to individual timetables may be made if some staff/key workers are not in school during the reintegration of some students.
8. Group and/or individual intervention delivered in school may be limited or cancelled until safely staffed.
9. EHCP Reviews may be conducted remotely during this time, if the parent wishes to proceed. The SENCO will complete the first section of the annual review paperwork and will seek teacher feedback. This will be submitted to the parent as normal, and parents will be invited to indicate if they would like to follow this up with a virtual meeting (video/ telephone).

On 1 May 2020 some aspects of the law on education, health and care (EHC) needs assessments and plans changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19). For further information and guidance please follow the link:

<https://www.gov.uk/government/publications/changes-to-the-law-on-educationhealth-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-careneeds-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-tocoronavirus-covid-19>

The School will continue to monitor Governmental and Local Authority guidance. Changes to provision may need to be effected at short notice, and without further consultation, in managing changing circumstances.

Local Offer

In September 2014 the government made a lot of changes to the way that children and young people aged 0 to 25, with Special Educational Needs and Disabilities (or SEND for short) are supported. This included making Local Authorities produce a 'Local Offer'. The Local Offer brings together useful information across education, health and social care within one website where you can find information, advice and guidance and a range of provider services listed who support children and young people with SEND.



The links for the local offers for the local authorities we work with are set out below:

Derby City Council

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Derbyshire County Council:

<https://localoffer.derbyshire.gov.uk/#!/directory>

Leicestershire County Council

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

Nottinghamshire City Council:

<https://www.asklion.co.uk/kb5/nottingham/directory/landing.page?directorychannel=3>

Nottinghamshire County Council:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>