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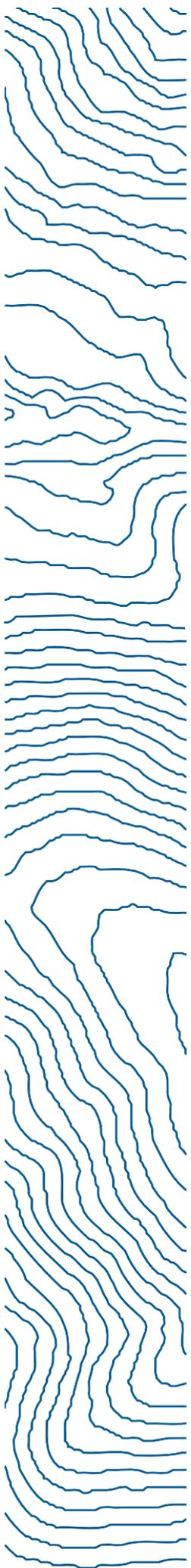
Special educational needs and disabilities (SEND) policy



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Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure we fully implement national legislation and guidance regarding young people with special educational needs and disabilities (SEND)
- Set out how we will:
 - Support and make provision for young people with special educational needs and disabilities
 - Provide young people with SEND access where possible so they can engage in the activities alongside young people who do not have SEND
 - Help young people with SEND fulfil their aspirations and achieve their best
 - Help young people with SEND become confident individuals living fulfilling lives
 - Help young people with SEND make a successful transition into adulthood
 - Communicate with young people with SEND and their parents or carers and involve them in discussions and decisions about support and provision for them
- Explain the roles and responsibilities of everyone involved in providing for young people with SEND
- Communicate with, and involve, young people with SEND and their parents or carers in discussions and decisions about support and provision for them
- Make sure the SEND policy is understood and implemented consistently by all staff

Vision and values

School of Outdoors:

- will provide all young people with access to a broad and balanced program offer where ever possible.
- are committed to making sure all young people we work with have the chance to thrive and will support them to meet their full potential.
- are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of young people, no matter how varied.

Legislation and guidance

As School of Outdoors work primarily with schools we look to ensure all our policies and procedures fall in line with those of a school. Therefore our SEND policy and procedures are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for



young people with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for young people with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all young people whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

School of Outdoors strive to create an inclusive learning environment that offers all young people, no matter their needs and abilities, a broad, balanced and challenging offer. We are committed to offering all young people the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to event schedules and accommodation, if needed, to make sure that young people with SEND are included.

Definitions

Special educational needs

A young person has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Young people are considered to have a disability if they have a physical or mental impairment



that has a substantial and long-term adverse effect on their ability to do normal daily activities.

School of Outdoors will make reasonable adjustments for young people with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of young people with SEND are grouped into 4 broad areas. Young people can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the young person’s particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Young people with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Young people who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Young people with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Young people may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the young person becoming withdrawn or isolated.</p>



Sensory and/or physical	<p>Young people with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Young people may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These young people may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and responsibilities

The SENCO

The SENCO at School of Outdoors is;

Jonathan Hitchinson

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They will:

- Liaise with parents and Local Authorities / Schools about the young person's needs and any provision made
- Work with company directors to determine the strategic development of the SEND policy and provision on offer
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual young people with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with team members, parents, and other agencies to make sure that young people with SEN receive appropriate, high-quality support
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual young people
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the young person and



their parents are informed about options and that a smooth transition is planned

- When a young person moves on to a different provider, school or institution: Make sure that all relevant information for them is sent to the appropriate authority, school or institution in a timely manner
- Work with the company directors and team members to make sure the company meets its responsibilities under the Equality Act 2010 with regard to 'reasonable adjustments' and access arrangements
- Monitor to identify any team members who have specific training needs regarding SEN, and incorporate this into the company's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the company offers, and co-operate with the LA in reviewing the provision that is available
- Prepare and review information for inclusion in the company's SEN information report and any updates to this policy
- Working with company directors and team members, identify any patterns in the company's identification of SEN, both within program delivery and in comparison with national data, and use these to reflect on and reinforce the quality of support

Company Directors

The company directors are responsible for making sure the following duties are carried out, though the duties can be delegated to an individual:

- Co-operate with the LA in reviewing the provision that is available
- Do all it can to make sure that every young person with SEND gets the support they need
- Make sure that young people with SEND engage in the activities alongside young people who don't have SEND
- Inform parents when the company are making special educational provision for their young person
- Where possible, make sure that the company has arrangements in place to support any young people with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Where required, provide reports for parents / LA / schools on their young person's progress
- Record accurately and keep up to date the provision made for young people with SEND
- Publish information on the company website about how the company is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the inclusion of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the company's accessibility



plans

- Make sure that there is a team member designated as SENCO and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine the approach to using resources to support the progress of young people with SEND

Team Members

Each team member is responsible for:

- Planning and providing high-quality learning opportunities that is differentiated to meet young people's needs through a graduated approach
- The progress and development of every young person they work with
- Working with the SENCO to review each young person's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Listen to the parents' concerns and agree their aspirations for the young person

Parents or Carers

Parents or carers should inform the company if they have any concerns about their child's progress or development.

Parents or carers of a young person with SEN will always be given the opportunity to provide information and express their views about the young person's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to review the provision that is in place for their young person
- Asked to provide information about the impact of SEN support outside school and any changes in the young person's needs
- Given the opportunity to share their concerns and, with company team members, agree their aspirations for the young person

The company will take into account the views of the parent or carer in any decisions made about the young person.

The Young Person

Young people will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the young person:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

- 
- Giving feedback on the effectiveness of interventions

The young person's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

School of Outdoors will publish a SEN information report on its website, which sets out how this policy is implemented across their program offer.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

Identifying young people with SEND and assessing their needs

We will assess each young person's current skills and levels of attainment when they start a program with us. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the young person may have a disability and if so, what reasonable adjustments the company may need to make.

Team members will regularly assess the progress of all young people and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline

This may include progress in areas other than attainment, for example, wider development or social needs.

When team members identify an area where a young person is making slow progress, they will target the young person's area of weakness with differentiated, high-quality support. If progress does not improve, the team member will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the young person's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a young person is identified as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Team members will also take particular care in identifying and assessing SEN for young people whose first language is not English.

When deciding whether the young person needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the young person and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



If a young person's school, LA or previous setting has already identified that they have SEN, they are known to external agencies, they have an education, health and care plan (EHCP), then the company will work in a multi-agency way to make sure we get relevant information before the young person starts at their program, so support can be put in place as early as possible.

Consulting and involving young people and parents

School of Outdoors will put the young person and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a young person needs special education provision, we will have an early discussion with the young person and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the young persons areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the young person's record and given to their parents / Schools / LA.

We will formally notify parents / Schools / LA if it is decided that a young person will receive special educational provision.

The graduated approach to SEN support

Once a young person has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

Team members and the SENCO will carry out a clear analysis of the young person's needs. The views of the young person and their parents will be taken into account. The company may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the young person's need. For many young people, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the young person, team members and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All team members who work with the young person will be made aware of the young



person's needs, the outcomes sought, the support provided and any learning strategies or approaches that are needed. This information will be recorded and will be made accessible appropriate team members.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

Team members working directly with the young person retains overall responsibility for their progress.

The SENCO will support team members in further assessing the young person's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the young person's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and young people
- The level of progress the young person has made towards their outcomes
- The views of team members who work with the young person

The team members and the SENCO will revise the outcomes and support in light of the young person's progress and development, and in consultation with the young person and their parents.

Levels of support

School-based SEN provision

Young people receiving SEN provision will be placed on the school's / LA's SEND register. These young people have needs that can be met by the company through the graduated approach. Where the young person's needs cannot be adequately met with in-house expertise, team members will consider involving an external specialist as soon as possible.

Education, health and care (EHC) plan

Young people who need more support than is available through a school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the young person, the provision that will be put in place, and the outcomes sought.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for young people with SEN by:

- 
- Tracking young people' progress
 - Carrying out the review stage of the graduated approach in every cycle of SEN support
 - Monitoring by the SENCO
 - Holding regular reviews for young people with EHC plans
 - Getting feedback from the young person and their parents

Expertise and training of staff

Training will regularly be provided where identified for team members working directly with young people with SEN. Company directors and the SENCO will continuously monitor to identify any team members who have specific training needs and will incorporate this into the company's plan for continuous professional development.

Complaints about SEND provision

Where parents have concerns about our company's SEND provision, they should first raise their concerns informally. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision should be made to the SENCO in the first instance. They will be handled in line with the company's complaints policy.

If the parent or carer is not satisfied with the company's response, they can escalate the complaint. In some circumstances, this right also applies to the young person themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our [objectives](#)

We will evaluate how effective our SEND provision is with regards to:

- Team member's awareness of young people with SEND at the start of a program of support
- How early young people are identified as having SEND
- Young people' progress and attainment once they have been identified as having SEND
- Whether young people with SEND feel safe, valued and included
- Comments and feedback from young people and their parents



Monitoring the policy

This policy will be reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Links with other policies and documents

This policy links to the following documents:

SEN information report

Behaviour policy

Supporting young people with medical conditions policy

Safeguarding / child protection policy

Complaints policy

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Version	Author	Summary of Changes	Date
1.0	Jonathan Hitchinson	Policy created	01/07/2024