Chiron OEP SEND Policy

Policy implemented:	September 2023
Last reviewed:	September 2025
Next review due:	September 2027

1. Summary

This policy is to ensure that Chiron OEP is able to meet the particular needs of the children and young people who attend. The policy ensures that student's needs are effectively shared and support strategies are consistently used to ensure that students with SEND are able to access the curriculum without additional barrier.

2. Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Ayesha Allen, Principal
Technical review carried out:	Michael Albero, September 2023
Review carried out:	Aaron Churchyard, September 2025
Date implemented:	September 2023
Version Number:	1.0

Date of the next review:	September 2027
Department responsible:	Education
Job Title of Lead Person:	Principal
Author / Main Contact, including their job title (if different from above):	-

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

3. Headings

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This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on the Blink Hub. Printed or downloaded copies are uncontrolled and may not be up to date.

4. In response to

- Children and Families Act 2014
- SEN Code of Practice 2015
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

5. Content

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(1) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(2) Has 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. SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014, p5)

Almost all the pupils within Chiron OEP come to us with an Education, Health & Care Plan and many have a long history of school refusal. Given that some of our pupils are referred to us on a temporary basis, we are acutely conscious that we have a very limited 'window of opportunity' to address the issues set out in those pupils' EHCP. In addition, a significant number of our pupils arrive with a worrying lack of information about their achievements and/or attainments such as SAT results. This may be because they have failed to take such tests or because their results have become 'lost' in the system. Therefore, to be able to address their SEND it is vital that we collect as much information as possible about the student's needs on entry. The process for this is outlined in our admissions policy and results in the creation of an IEP which can includes a range of strategies and targets. Agreed strategies and targets

are shared with the pupil and their family or carers and that enables the pupil to engage in their own learning and enjoy their school life.

Many of our pupils have experienced multiple exclusions not only from mainstream schools but also from other specialist settings such as Pupil Referral Units (PRUs). Chiron OEP sets out to repair the relationship that these students have with education and with themselves as learners. We explicitly intend to “listen and strive to understand” and therefore value the opinion of the child in terms of how well they are accessing the curriculum. In addition, for pupils with SEND, we will ensure that we work in line with the recommendations set out in Removing Barriers to Achievement and will promote the outcomes required by Every Child Matters.

Specifically, we will:

- Support and enable the 5 key areas of the national strategy for SEND.
- Removing barriers to learning – ensuring every student has an up to date IEP which has an shared list of strategies that teacher are using to support the student
- Raising expectations and achievement – by ensuring all teaching teams have access to appropriate and on-going CPD so they have the skills and strategies to personalize learning and measure progress through on-going assessment.
- Delivering improvements in partnership working – we will work closely with parents, the LA, and other organizations to ensure the needs of all our pupils are addressed.
- Preparing for Adulthood – by ensuring that all students receive careers education that will raise their aspirations and help them to plan effectively for life beyond Chiron OEP.
- All pupils will have access to Quality First Teaching and a continuous process of assessment and feedback for all pupils.

At Chiron OEP we monitor the progress of all pupils using a range of assessments with all the pupils at various points. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. We recognise that some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation parents/carers and the appropriate Local Authority, we will work together for assessment in line with the suspected issues.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Specific strategies and best practice are regularly shared in team meetings and where teachers require additional support in order to meet the needs of a particular student, we will seek CPD from the Salutem Care and Education Quality team who are able to draw on expert SEND knowledge from our wider network of schools.

Use of Technology

Technology allows many students to access learning in a way that they could not in a traditional classroom. We choose to equip our students with an iPad as we recognise that their high standards for accessibility can support students with a wide range of needs. We will ensure that students and teachers

are trained to use accessibility features and that we work to find technology that supports each students' individual needs. Where a particular piece of equipment might be useful (e.g. an adapted keyboard) we will liaise with the local authority to provide this.

6. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a timelier amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by Divisional Management. The people we support will be involved in the review to ensure it captures the important issues for them.

7. Roles and Responsibilities

Principal

- Ensure that IEPs are kept up to date and shared with all staff
- Collect information on the EHCPs of incoming students and share as appropriate
- Liase with the LAs of students where additional needs have been identified
- Ensure that staff training assists staff in meeting the needs of the students
- Work with the Quality team to ensure that teachers are meeting the needs of all students in lessons
- Ensure that students who require additional support to access exams have been identified and that evidence has been collected so that assessments can be carried out as appropriate.
- Where necessary seek additional support from qualified SENDCos across the Salutem network
- Appoint a fully qualified SENDCo as we grow in numbers.

Curriculum leaders

- Ensure that the schemes of work are accessible and that appropriate adjustments are made by teachers where necessary.
- Ensure that any exam access arrangements are reported to the Principal for processing.

- Monitor the tracking of students' assessment data to identify where students are not making expected progress and may need additional support.
- Discuss the additional support required with the Principal

Subject teachers

- Ensure that they are familiar with the IEP of each student
- Update the IEPs with strategies wherever necessary
- Track the progress of students and record accurately to allow for early identification
- Stay up to date with training to ensure that they are able to meet the needs of every student

8. Useful Links

Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan

9. Linked Policies

- Exams policy
- Assessment policy
- Equality policy

10. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1.0	Sep 2023	New	New policy