

# Maxcebo® Wellbeing Academy Ltd

## SEN & Disability Policy

Issued on 15<sup>th</sup> November 2020

This policy is written in line with the requirements of:-

SEN Code of Practice 2015

This policy should be read in conjunction with all the policies published by the Maxcebo® Wellbeing Academy Ltd

This policy was authored by the Principal of the Maxcebo® Wellbeing Academy Ltd and will be reviewed annually.

### **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:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 (2015, p 15)*

### **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 (2015, p16)*

### **1 The kinds of special educational need for which provision is made at the Academy**

At Maxcebo® Wellbeing Academy Ltd we can make provision for every kind of frequently occurring special educational need without a statement of special

educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the Academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

The Academy has just been formed so in future will detail how they currently meet the needs of pupils with a statement of special educational need / Education, Health and Care plan special educational need:. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Company.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## 2 Information about the policy for identification and assessment of pupils with SEN

At Maxcebo® Wellbeing Academy Ltd we will monitor the progress of all pupils two times a year to review their academic progress. We will also use 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.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we will use a range assessment tools to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be put into a SEN support plan and reviewed regularly and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the Academy is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

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.

3 Information about the Academy's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the Academy evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the Academy has their progress tracked two times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we will use at Maxcebo® Wellbeing Academy Ltd will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the Academy's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Academy's should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

The Maxcebo® Wellbeing Academy Ltd is not subject to an Ofsted inspection the Academy is working closely with the awarding body.

3d how the Academy adapts the curriculum and learning environment for pupils with special educational needs

At Maxcebo® Wellbeing Academy Ltd we adapt the curriculum and the learning environment for pupils with special educational needs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we will review our arrangements every year and revise this policy based on our experience.

3e support that is available for improving the emotional and social development of pupils with special educational needs

At Maxcebo® Wellbeing Academy Ltd we understand that an important feature of the Academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance and indirectly with every conversation an adult has with pupils throughout the day. These skills are built into the course curriculum

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Maxcebo® Wellbeing Academy Ltd is Rachel Parga, who has experience in working with children with special needs.

Rachel Parga is available on [rachel@maxceboacademy.com](mailto:rachel@maxceboacademy.com)

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the awareness.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the Academy does not have, we will purchase it, or seek it by loan. For highly specialist communication equipment the Academy will seek the advice of the local council.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All students at Maxcebo® Wellbeing Academy Ltd will be over 18 and so there will be no parental involvement.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

9 The arrangements made by the governing body relating to the treatment of complaints pupils with special educational needs concerning the provision made at the Academy

The normal arrangements for the treatment of complaints at Maxcebo® Wellbeing Academy Ltd are used for complaints about provision made for special educational needs. We encourage students to discuss their concerns with the college principal to resolve the issue before making the complaint formal to the Company.

If the complaint is not resolved after it has been considered by the Company, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the Academy.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

There is no provision for this as part of an online learning Academy for adults.

Approved by the Maxcebo® Wellbeing Academy Ltd - 15<sup>th</sup> November 2020

Next review on

15<sup>th</sup> November 2021

