



Special Educational Needs and Disability (SEND) Policy

We believe that all children have a right to a broad and balanced curriculum. Twilight Academy Supplementary School welcomes all children whatever their individual needs and we believe in providing an inclusive setting. In order to achieve this, we work closely with parents/carers and outside agencies where necessary.

Admission

We aim to identify any difficulties a child may have and work with parents/carers to address those difficulties. When a parent/carer first makes contact with the Twilight School, we will try to ascertain if a child has any SEND, we will then work with them and any outside agencies they may have contact with to ensure that the child has a smooth transition in to the Twilight school with the child attending a taster session to get to know the staff and the environment. In certain circumstances children may require additional resources or additional support, if this is the case the designated SEN Practitioner in the school should be able to help with this.

How we support children with Special educational needs or disabilities (SEND)

Our Special Educational Needs Practitioner is Dr Ornette D Clennon and he:

- Assists in identifying any difficulties a child may have
- Helps plan approaches and strategies
- Keeps parents/carers in touch with progress on a regular basis (this can be done at formal or informal meetings)
- Reviews the SEND policy each year and is aware of new legislation
- Knows about outside agencies who can help
- Make sure records are kept up to date about children's progress and any outside agency involvement.

As our school is not a statutory provider, we are not obliged to provide a formally trained Special Educational Needs Coordinator (SENCO). However, our SEN Practitioner undertakes informal training to keep abreast of new legislation coming into being. He attends training in relation to specific needs i.e. autism training or speech and language and attends regular network meetings to share approaches and ideas. He also assists school staff to access training to support any children they are caring for.

Identifying SEND and taking action.

With regard to the identification of all children's strengths and weaknesses:

- We use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. We observe the progress that all children make in the prime and specific areas of learning and note any child who appears to be having difficulties in any of these areas of learning.
- We record a child's progress and share it with parents/carers on a regular basis.
- If we feel that a child needs something additional to or different from our usual provision, we will discuss this first with the parent/carer and will implement a gradual approach with four stages of action: assess, plan, do and review. This plan should be reviewed regularly.
- We will plan ways in which parents and carers can also support their child's progress at home.
- As a non-statutory educational provider, if with the resources normally available to us, we feel that a child is still experiencing difficulties and his or her needs are still not being adequately met, we can request a strategic review of the child's attendance of our school.
- The SEN Practitioner will organise review meetings with any involved outside agencies, parents/carers and key persons to monitor and evaluate progress.
- If a child has not made expected progress after initial support has been put in place, the Twilight School will consider encouraging the parents to review or request an Education, Health and Care needs assessment.
- Depending on Twilight School resources, the SEN Practitioner will provide additional support to young people who already have an Education, Health and Care Plan.

Planning support for children with SEND

We endeavour to provide an inclusive environment by:

- Making sure that our medium and short term planning and continuous provision also contain approaches and activities for ensuring the progress of these children who have SEND.
- Differentiate our activities so they are achievable by all children and that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning including drawing up risk assessments for individual children if necessary.
- Monitoring how each child with SEND learns, through the key person approach.

Monitoring our SEND policy

We monitor our policy by:

- Reviewing it annually or when new legislation is adopted.
- Circulating it to parents/carers of children with SEND annually.

- Asking parents/carers and staff if they feel we are meeting the requirement of children with SEND.
- Referring parents to the Headteacher if they are unhappy about any aspect of our provision for children with SEND.

Premises

Our Twilight School is housed in the Brooks Building of Manchester Metropolitan University and is a purpose-built building on four levels and via lifts are suitable for wheel chair access and walking frames. We have toilets for the disabled, nappy changing facilities.

Complaints procedure

Any complaints about SEND provision should be made to the SEN Practitioner initially, who will then report back within a week. If the matter has not been resolved a next point of contact will be given to the parent who will be the Headteacher of the Twilight School.

Guidance and publications:

Early years: Guide to the 0 to 25 Send code of practice (DfE 2014)

Special Educational Needs and Disabilities Code of practice 0 – 25 years (DfE 2014)

Equality Act 2010

Children and Families Act 2014

Signed: _____
(Director)

Signed: _____
(Headteacher)

Date: _____

Date: _____

Date of next review: _____