

Special Educational Needs and/ or Disabilities (SEND) Policy and information report



Aims

This Policy aims to:

- set out how Buzz supports and makes provision for learners with SEND and
- explain the roles and responsibilities of everyone involved in providing education for these learners.

Legislation and guidance

This policy and information report document is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and refers to Part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014. It also complies with Buzz's funding arrangements.

Definitions

SEND Learner

A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Specifically, this means they have:

- a significantly greater difficulty in learning than the majority of learners of the same age, and/ or
- a disability which prevents or hinders them from making use of the facilities generally provided for others of the same age in mainstream schools and colleges.

Special educational provision

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

Roles and responsibilities

The Head

The Head is Ms Gemma McCutcheon and the Chair of Governors is Ms Justine Sims. Working collaboratively with the Proprietor, they:

- determine the strategic development of the SEND policy and provision within Buzz
- have overall responsibility for the provision and progress of learners with SEND
- ensure all staff are aware of and comply with the SEND policy
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND
- provide professional guidance to colleagues and works with staff, parents/ guardians and external agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the budget and other resources to meet all learners' needs effectively
- are the point of contact for external agencies, especially the local authorities and their support services

- liaise with potential next providers of education to ensure learners and their parents/ guardians are informed about options and a smooth transition is planned
- ensure that Buzz meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensures that Buzz keeps the records of all learners with SEND up to date
- ensures that all staff are aware of and comply with the SEND policy
- reviews the SEND policy annually

The Chair of Governors

The Chair of Governors is Ms Justine Sims. She

- helps raise awareness of SEND issues at Governing Body meetings
- monitors the quality and effectiveness of SEND provision within Buzz and updates the Governing Body on this
- works with the Head to determine the strategic development of the SEND policy and provision within the college.

Teachers and support staff

Each teacher and Progress Coach is responsible for:

- ensuring all learners achieve well
- working closely with internal colleagues and other specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- working with the Head and SEN Lead to review each learner's progress and development and decide on any changes to provision
- ensuring they comply with this SEND policy.

Monitoring arrangements

This policy and information report will be reviewed by the Head, Chair of Governors and Proprietor every year. It will also be updated if any changes to the information are made during the year.

Contact details for raising concerns

Head: Ms Gemma McCutcheon
 Contact details: Buzz Learning Independent Specialist School & College
 8 Esther Court, Wansbeck Business Park, Rotary Parkway,
 Ashington, Northumberland, NE63 8AP
 T: 01670 852244
 E: gemma@buzzlearning.co.uk or info@buzzlearning.co.uk

Chair of Governors: Ms Justine Sims
 E: justine.sims@ofgl.co.uk

Proprietor: Mr Richard Power
 Contact details: E: richard.power@ofgl.co.uk

Buzz currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/ or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties.

Buzz does not have provision for learners with significant or severe behavioural needs which, under our existing accommodation and staffing, would conflict with the provision for the needs of the learners described above.

Consulting and involving learners and parents/ guardians

Staff have early discussions with all learners and their parents/ guardians when identifying whether they need special educational provision. These conversations ensure that:

- everyone develops a good understanding of the learner's areas of strength and difficulty
- parents'/ guardians' views and concerns are known and taken into account
- there is a clear understanding amongst everyone about agreed outcomes and next steps for the learner
- everyone is aware of the progress being made.

Opportunities for consulting and involving parents/ guardians include:

- full inclusion in the annual review of the Educational Health Care Plan (EHCP) process
- regular telephone calls, texts, email and written communication on developments, issues and activities in college
- communication online via the Class Dojo platform
- regular reporting, including the annual report on their child's progress
- bespoke meetings as necessary.

As well as the above, parents/ guardians are encouraged to contact the college to discuss any relevant matters as soon as possible. Buzz firmly believes that early intervention is vital in the effective management of learners' needs and concerns.

Assessing and reviewing learners' progress towards outcomes

Buzz follows the graduated approach and the four-part cycle of

- assess
- plan
- do
- review.

Teachers and support staff work with the Head to carry out a clear and continuous analysis of each learner's needs, drawing on:

- the Educational Health Care Plan (EHCP) provided by the local authority
- advice from external support services and professionals where relevant
- teachers' assessments and experience of working with the learner
- the learner's previous progress, attainment and behaviour
- other teachers' assessments, where relevant
- the learner's development in comparison to their peers and national data
- the views and experience of parents/ guardians
- the learner's own views
- assessment tools including diagnostic software

Assessments are reviewed regularly.

All teachers and support staff who work with learners are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Staff regularly review the effectiveness of support and interventions, and their impact on the learners' progress.

Supporting learners moving between phases and preparing for adulthood

Buzz has a comprehensive approach to preparing learners for leaving the college and transitioning into adulthood, as described below.

- Buzz shares information securely with other settings which leavers are progressing to and offer transition support and meetings as required.
- Buzz's Careers Strategy, linked to the Gatsby Benchmarks, is integrated into all learning. It supports learners in making decisions about the direction of destinations.
- Learners have regular meetings with an impartial Careers Advisor who offers education information, advice and guidance to enable learners to make realistic career decisions. Parents/ guardians receive feedback on these meetings and are invited to participate at each stage.
- The college's PSD provision develops learners' independence in areas around staying physically and mentally well, including staying safe in the community and online.
- The college's curriculum is designed to provide the functional English, mathematics and Information Communication Technology and other skills which learners require.
- Staff draw upon the experience of Board members, particularly Mark Fox who is employed by the North East LEP, in providing employability skills and sourcing destinations.

The college's approach to teaching learners with SEND

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality and differentiated teaching the first step in responding to learners who have SENDThe college also provides the following interventions:

- All learners have a Pen Profile which identifies the support provided to meet the needs of the learner and the outcomes in the learner's EHCP

- All learners have an Individual Learning Plan which includes key objectives to be achieved in the academic year
- The college provides a nurturing approach in a small group setting with a high teacher to learner ratio
- Bespoke interventions are tailored to meet learners' specific needs.

Adaptations to the curriculum and learning environment

The college makes the following adaptations to ensure all learners' needs are met:

- Differentiating the curriculum so that all learners are able to access, and are motivated by, it
- Offering specialised resources and staff, all of whom are well-trained in SEND and in the needs of our learners.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Using a variety of teaching methods and strategies, for example, giving longer processing times, using visual resources, pre-teaching of key vocabulary, reading instructions aloud etc.

At present all learners have full access to all areas of the building, including the first floor.

Additional support for learning

The college's learning support staff are trained to deliver interventions, including 1:1 support when required, and support within the classroom.

Support staff work with learners on a 1:1 basis when appropriate. However, the college's approach is to encourage learners to work as independently as possible within a group setting where this is possible.

The college works with all relevant external agencies and support services to provide support for learners with SEND. These include:

- Children and Young People's Services (CYPS)
- Northumberland SEND Services
- ESLAC
- Children's Services
- NHS therapy services including physiotherapy and occupational therapy services.

Expertise and training of staff

Our SEN Lead has worked in this field since 2018. She is allocated 0.5 days per week specifically for SEND provision. We have a team of 2 full-time teachers, 1 full-time and 5 part-time support staff in the college. The college also draws upon the support of colleagues from Buzz's school side of the organisation when required.

The Head and Proprietor have worked in this field since 2004 and 1994 respectively.

Securing equipment and facilities

Learners are provided with equipment and facilities required to support their education within the college. This is based on recommendations within each learners' EHCP, staff's own assessments and the advice of parents/ guardians.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEND by:

- reviewing learners' individual progress towards their goals each term
- reviewing the impact of interventions after each term
- gathering termly feedback from learners and parents/ guardians
- completion of specific monitoring by the SENCo
- holding annual reviews for learners with EHC Plans
- reviewing the outcomes and destinations for the college's leavers.

Enabling learners with SEND to engage in activities in the college

The college is a specialist college, all learners have SEND and EHCPs and the curriculum is specifically designed to meet the needs of all learners. The college's admissions procedures are fully inclusive for all learners, and positive discrimination is considered to provide inclusive access to activities for learners with SEND. No learner is ever excluded from taking part in activities because of their SEND.

All activities, including extra-curricular clubs, are made available to all learners. Learners are encouraged to actively engage in all activities, both in and outside of college, and any necessary adjustments are made to support this, e.g. transporting learners with mobility issues to and from venues by vehicle rather than on foot.

Support for improving emotional and social development

Our PSD programmes help develop leavers' emotional and social development covering areas such as relationships and managing feelings. All learners are taught and encouraged to demonstrate a tolerance and understanding of the differences and needs of others.

The college has a zero- tolerance approach to bullying.

Working with other agencies

The college works closely with professionals from outside services such as CYPS, NHS therapies, Social Services, EOTAS and ESLAC.

Additional support from external services is sought when appropriate, for example referrals to the Northumberland Locality Hubs. Agencies and services are also referred to directly by the college. When an agency is involved with a college learner, staff encourage visits and meetings to take place on Buzz's premises and promote the use of good two-way communication between stakeholders.

Complaints about SEND provision

The college's Complaints Procedure is to be used for any complaints about the college's provision, including SEND provision.

Parents/ guardians of learners with disabilities also have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the college has discriminated against their child: <http://www.justice.gov.uk/tribunals/SEND/appeals> Making a claim does not affect parents'/ guardians' right to make representation to the Chair of Governors.

Contact details of support services for parents of learners with SEND

Other useful sources of advice, information and guidance:

- EHCP Coordinator, Dawn Glass, SEND Monitoring and Assessment Team
Tele: 01670 624657. Email: Dawn.Glass@northumberland.gov.uk

- Coram Children’s Legal Centre. They aim to provide free legal advice and information to parents on education matters.
Telephone: 0300 330 5485 or website: <https://childlawadvice.org.uk/>
- Northumberland SEND Information, Advice and Support Service (formerly known as the Parent Partnership Service) provides information, advice and support to parents and guardians of children and young people with special educational needs and disabilities. This may include those children with behaviour difficulties as well as those who are at risk of or have been excluded from school.

Telephone: 01670 623555

Email: alison.bravey@northumberland.gov.uk or Visit the website for more information:
www.northumberland.gov.uk/Children/Needs/SEND.aspx

Northumberland County Council’s Local Offer

Northumberland County Council’s local authority’s local offer is published here:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

The college’s offer is on its website: www.buzzlearning.co.uk