

Rose Education Provision



Special Educational Needs or Disabilities Policy

August 2025

1. Aims

Our SEND policy and information report aims to:

- Set out how Rose Education Provision will support and make provision for students with special educational needs or disabilities (SEND)
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the students
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

We '*best endeavour*' to make every effort to achieve maximum inclusion of all students, whilst meeting students' individual needs and making reasonable adjustments. This policy links with our Teaching and Learning, Behaviour, and Equalities and Cohesion Policies.

We aim to develop independence and skills for full social integration alongside high academic standards for all students.

Principles - The following principles underpin SEND at Rose Education Provision:

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all students requiring SEND provision as early as possible
- To meet individual needs as closely as possible through a wide range of provision and reasonable adjustments
- To attain high levels of satisfaction and participation from students, parent and carers
- To give transparent resourcing to SEND
- To provide appropriate curriculum access for all
- To achieve a level of staff expertise to meet student need
- We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

2. Vision and values

At our school we are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

3. Legislation and guidance

The Code of Practice is statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Bill and associated regulations. All organisations listed within the code must have regard to it and must be able to demonstrate that they are fulfilling their statutory duty. The new Code of Practice is a single piece of statutory guidance to replace the code of practice (2001). It covers the age ranges 0-25 years.

This policy and information report is 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 students with SEND and disabilities
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils 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 Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy links to other school policies on:

- Administration of Medicine Policy
- Behaviour Policy
- Teaching and Learning Policy
- Equalities and Cohesion Policy
- Safeguarding and child protection policy
- Attendance Policy

4. Inclusion and equal opportunities

At Rose Education Provision we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

The school endeavours to ensure SEND students have access to engaging activities to ensure they have the opportunities to make good or better progress both academically, emotionally and socially.

Activities such as;

- extra-curricular activities, trips and visits are available to all our students
- encouraging all students to take part in sports day/college plays/special workshops,
- ensuring that no student is ever excluded from taking part in these activities because of their SEND or disability.

If a student has a physical disability we aim to;

- Additional visits are made prior to entering the school
- Work with external agencies to ensure all appropriate resources/equipment are sourced – e.g. work alongside the VI team to enlarge resources

- Ensure staff are aware of specific need in advance – e.g. Strategies to support students, use of technology
- For wheelchair users, ensure all rooms are on the ground floor and there is accessible disabled toilet.
- Students with short term physical disabilities will have a meeting with the Head of School to come up with a plan to support then accessing education is the short term. This is to ensure we are;
 - Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
 - Improving the availability of accessible information to disabled students

5. Definitions

A student has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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/colleges within the area of the Local Authority.

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/colleges.

5.1 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students 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 students particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students 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. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5.2 Disability

Students 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.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

6. Roles and Responsibilities

6.1 SEND Coordinator

Rose Education Provision does not have a SENDCO in their staffing structure as all the staff receive extensive training in SEND. The Head of School monitors progress closely and are proactive in making changes to individual learning programmes and support to meet the needs of individuals.

6.2 Parents or carers

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

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the students SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the students needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the students progress

The school will take into account the views of the parent or carer in any decisions made about the student.

6.3 The Student

Students 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 student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The students views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

7.1 SEND

The Majority of our students at Rose Education Provision will have a SEND need of SEMH due to the fact that they are now in alternative provision. Many students will also have an additional range of need(s) which can also act as barriers to learning and we acknowledge the importance of joint working with the school SENDCo to ensure that we share information that may help to identify and unmet SEND needs.

7.2 EHCP

At Rose Education can make provision for every kind of frequently occurring special educational need for students without an Education, Health and Care Plan (EHCP) - for instance learning difficulties, specific learning difficulties such as dyslexia and dyspraxia, speech and language needs, autistic spectrum conditions, ADHD, ODD, attachment disorder and trauma related behaviour.

7.3 Working together

Where Rose Education works with SEND students who have an EHCP plan, we agree with the commissioning school or local authority, at the point of referral, how we will work to meet the targets on the plan and we will be actively involved in providing feedback for the review of targets with the family, students and school. Where a student with an EHCP plan is referred to us via a Partnership, we will work actively with the Partnership to provide the same information so that they can liaise with the school SENDCo.

8. Assessment of students with SEND at mainstream schools

Students attending Rose Education will usually have been receiving high SEND support from their schools provided by high quality teaching that is differentiated and personalised.

Although all students would have been referred to Rose Education due to identified areas of challenge, we will work with them initially for four weeks, then set specific targets in areas that we have assessed need.

We will work closely with the whole team that are working with the young person, such as Occupational Therapists, Speech and Language Specialists and Counsellors/Psychiatric support in relation to their SEMH needs. We provide additional support via Annual reviews, EHCP review meetings, Child Protection, Child in Need, TAF and PEP meetings.

Some students may continue to make inadequate progress, despite high-quality facilitation from staff at Rose Education which is targeted at supporting their areas of weakness as well as building on their strengths. For these students, and in consultation with parents and schools, we will endeavour to determine the cause of the difficulty. Where necessary the support from an Educational Psychologist via the school would be requested, who is able to use a range of specific cognitive assessment tools.

We will ensure that all staff who work with the student are aware of the support to be provided and approaches to be used. This will be done via our student passport which is created for each student's during their transition to us. This document outlines the needs of the student and the suggested strategies that work well for them. We may also create a behaviour support plan, if deemed necessary, to help staff to implement the most suitable strategies for each individual student who may present challenging behaviour.

8.1 Arrangements for assessing and reviewing the progress of students with special educational needs

Every student at Rose Education Provision has their academic and personal achievement progress tracked each half term and this is all collated into a half termly report which is sent to their parents/carers, social worker, school or local authority and any other professionals that support the young person.

8.2 How the provision adapts the curriculum and learning environment for students with special educational needs

At Rose Education, we use the information provided on referral, the outcomes of our assessments and any external reports along with the information in Education, Health and Care Plans to create a personalised programme and curriculum. Students receive 1:1 support and the majority of learning takes place in a practical environment eg Nail and beauty stations.

At Rose Education Provision we provide highly personalised learning opportunities to meet the needs of all of our students in KS3 and KS4. At the heart of what we do is building students' understanding of self-care, self-worth and self-confidence.

At Rose Education Provision we will best endeavour to make appropriate adaptations to ensure all students' needs are met:

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

8.3 Support that is available for improving the emotional and social development of students with special educational needs

At Rose Education Provision, we deeply embed the values of:

- Self-Care
- Self-Worth
- Self-Confidence

This is an important feature of the provision is to enable all students to develop emotional resilience and social skills, both through direct teaching in their sessions and indirectly with every conversation staff have with the students throughout the day.

Staff receive training on emotion coaching and progress in social and emotional skills is tracked for all students. Students may also access additional individual or family support through an Early Help Needs referral or through external referral to CAHMs. We also offer time-out space 'safe space' for students to use when needed. We also offer weekly 'listening sessions' from an external volunteer social worker.

8.4 Evaluation and monitoring of SEN provision

SEND student will have a personalised passport and reviews will take place half termly. There will also be an informal telephone conversation with parents/carers in order to maintain regular contact and to identify any issues or concerns.

For students with EHCP's, provision will meet the recommendations set out in their plan.

In order to ensure student progress, their plan will contain:

- Short-term targets
- Teaching strategies
- Provision made
- Views of students, parents/carers and any other person involved
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Actions from review

The individual plan will record the support which is different from, or additional to, the normal differentiated curriculum and will concentrate on three individual targets which closely match the student's needs. The plan will be discussed with the student, parent and/ or commissioned school.

All staff are informed EHCP and/or SEND reviews have been completed and are informed of where they can find information relevant to that student.

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using student voice as an integral part of the review process
- Holding annual reviews for students with EHC plans

9. Links with external professional agencies

We aim to maintain useful contact with support services in Children and Young People's Services. If students require additional advice and support to make expected progress we will meet with Parents and Carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the college to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will call an assessment meeting. For students on SEND Support any one or more of the following agencies may be involved:

- Educational Psychology Service – EPS
- Specialist Teaching Service - CLCI
- Visual and Hearing Impairment Team – VI/HI
- Educational Welfare Service - EWO
- CAMHS (Children's and Adolescents Mental Health Service)
- Leicester Partnership College - LPS

- Children's Hospital College
- Looked After Children Service – Virtual School
- Speech and Language Therapy Service - SALT
- Connexions
- Community Health Service
- Family support and safeguarding
- School Nurse
- Education Welfare Officer
- General Practitioners or Paediatricians
- Social Services

Contact details of support services for parents of students with SEND

Contact details of support services for the parents of students with special educational needs and disabilities, including those for arrangements made in accordance with section 32.

SENDIASS Leicester – Confidential support for families

<http://www.sendiassleicester.org.uk/>

Autism Concern:

<http://www.autismconcern.org/>

Young Minds

<http://www.youngminds.org.uk/>

ADHD Solutions Leicester - ADHD Solutions aims to improve the life chances of people with Attention Deficit Hyperactivity Disorder (ADHD)

<https://mychoice.leicester.gov.uk/Services/1005/ADHD-Solutions-CIC>

<http://families.leicester.gov.uk/local-offer/>

Information from Leicestershire County Council:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

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