

Centre Director	Christine Baillie
Study Programme Manager	Malgorzata Ciesluk
SEnCo	Martin Corey
Link Trustee	Julie Badon, Chair of Trustees
Date Policy Prepared	4 th August 2023
Policy Review Date	2 nd August 2024

1. Aims and Objectives

Swarthmore Study Programme is for young people ages 16-25 who have additional support needs and an EHCP.

The Programme is committed to providing high quality support to learners with Special Education Needs and Disabilities (SEND), offering the opportunity for individualised, flexible learning plans and a wide range of opportunities to suit the needs of individual students including work placements and qualifications from Entry to GCSE and A levels.

We focus on providing a general education and utilise a broad range of learning opportunities to improve English, Maths and IT skills, with the aim of preparing our students for employment or further training. The Programme promotes the development of 'independence skills' such as travel training and decision making. We also offer Supported Internship, a work focussed programme for 1 to 2 years which can be used as progression from the main Programme, or accessed separately. Transition into, and progression from the Programme is fully supported.

We take a needs based approach to the provision of support for our learners using inclusive practices, with a focus on raising aspirations and improving outcomes. We work closely with our learners, their families and other services with the aim of providing the best possible learning experience for all our students.

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure Swarthmore Study Programme fully implements national legislation and guidance regarding learners with SEND.
- Set out how we will:
 - o Support and make provision for learners with special educational needs and disabilities.
 - o Help learners with SEND fulfil their aspirations and achieve their best.
 - o Help learners with SEND become confident individuals living fulfilling lives.
 - o Help learners with SEND make a successful transition into adulthood.
 - o Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner.
 - o Explain the roles and responsibilities of everyone involved in providing for learners with SEND.
 - o Communicate with and involve learners with SEND and their parents or carers in discussions and decisions about support and provision for the learner.
 - o Make sure the SEND policy is understood and implemented consistently by all staff.

2. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- o The Children and Families Act 2014 (Part 3)
- o The SEN Code of Practice
- o The Special Educational Needs and Disability Regulations 2014
- o The Equality Act 2010 (section 20)
- o The Governance Handbook for SEND and Inclusion
- o This policy also complies with our Funding Statement and Articles of Association.

3. Inclusion and Equal Opportunities

We strive to create an inclusive teaching environment that offers all learners, irrespective of their needs and abilities, a broad, balanced and challenging curriculum.

We are committed to offering all learners the chance to thrive and fulfil their aspirations. Our Equality and Diversity Policy sets out our commitment to making reasonable adjustments to our working practices, buildings, services and our publicly available information so that Swarthmore Education Centre and its services are inclusive to all.

4. Roles and Responsibilities

4.1 The Special Education Needs Coordinator (SENCo)

Swarthmore Study Programme has a dedicated SENCo, Martin Corey, who is our Pastoral and Progression Lead.

The SENCo will:

- o Liaise with parents about their child's needs and any provision made.
- o Work with the Director and Study Programme Manager to determine the strategic development of the SEND policy and provision at Swarthmore Study Programme.
- o Have day-to-day responsibility for the operation of our SEND policy and the coordination of specific provision made to support individual learners.
- o Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that learners with SEN receive appropriate support and high-quality teaching.
- o Work with the Study Programme Manager on a graduated approach to providing SEN support and differentiated teaching methods appropriate for individual learners.
- o Discuss budget availability and resources required to ensure the needs of learners with SEN are met effectively.
- o Be a point of contact for external agencies, especially the local authority (LA) and its support services, working with external agencies to ensure that appropriate provision is provided.
- o Liaise with potential next providers of education to make sure that the learner and their parents are informed about options and that a smooth transition is planned.
- o Should a learner move to a different organisation or institution the SENCo will ensure that all relevant information about a learner's SEN and the provision for them are sent to the appropriate authorities in a timely manner.
- o Work with the Director, Study Programme Manager and Trustees to make sure Swarthmore meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- o Make sure that records of all learners with SEND are up to date and accurate.
- o In conjunction with the Study Programme Manager, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into Swarthmore's plan for continuous professional development.
- o Working with the Study Programme Manager to regularly review and evaluate the breadth and impact of the SEND support the Programme offers or can access, and co-operate with the local authority in reviewing the provision that is available locally and in developing the local offer.

4.2 The Governing Body

Swarthmore Study Programme's Trustee Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or individual:

- o Deal with any complaints from students, parents or outside agencies accordance with Swarthmore complaints procedure.
- o Do all it can to make sure that every learner with SEND gets the support they need.
- o Make sure that arrangements are in place to support any learners with medical conditions.
- o Provide access to a broad and balanced curriculum.

- o Publish information on the organisation's website about how Swarthmore is implementing its SEND policy.
- o Publish information about the arrangements for the admission of disabled learners; the steps taken to prevent disabled learners being treated less favourably than others; the facilities provided to assist access of disabled learners and Swarthmore's accessibility plans.
- o Make sure that there is a qualified teacher designated as SENCo for the organisation and that the key responsibilities of the role are clearly set out, monitoring the effectiveness of how these are carried out.
- o Determine the Programme's approach to using resources to support the progress of learners with SEND.
- o Ensure that SEND provision at Swarthmore Study Programme is complied with all relevant statutory regulations and reflect best practice.

4.3 The SEND link Trustee - Julie Badon, Chair of Trustees

The Chair of Trustees will, in consultation with the Director and Study Programme Manager:

- o Help to raise awareness of SEND issues at Trustee meetings.
- o Monitor the quality and effectiveness of SEND provision within Swarthmore and update the trustee board on this.
- o Work with the Director and Study Programme Manager to determine the strategic development of the SEND policy and provision at Swarthmore.

4.4 The Director – Chris Baillie

The Director will:

- o Work with the Study Programme Manager and SEND link Trustee to determine the strategic development of the SEND policy and provision within the organisation.
- o Work with the Study Programme Manager, SENCo and SEND link Trustee to make sure the organisation meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- o Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress.
- o Have responsibility for monitoring the organisation's notional SEND budget and any additional funding allocated by the local authority to support individual learners.
- o Make sure that the SENCo has enough time to carry out their duties.
- o Have an overview of the needs of the current cohort of learners in the Programme.
- o Work with the Study Programme Manager to ensure the local authority is notified when a learner needs an EHC needs assessment, or when an EHC plan needs an early review.
- o Work with the Study Programme Manager to monitor and identify any staff who have specific SEN training needs, incorporating this into the organisation's plan for continuous professional development.
- o With the Study Programme Manager regularly review and evaluate the breadth and impact of the support the organisation offers or can access and co-operate with the local authority in reviewing the provision that is available locally and in developing the local offer.

4.5 Teachers

Each teacher at Swarthmore Study Programme is responsible for:

- o Planning and providing high-quality teaching that meets learner needs.
- o The progress and development of every learner in their class(es).

- o Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- o Working with the Study Programme Manager and SENCo to review each learner's progress and development and decide on any changes to provision.
- o Ensuring they adhere to this SEND policy.
- o Communicating with parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve the set outcomes; identify the responsibilities of parents, learners and the organisation; listen parent or carer concerns and agree their aspirations for the learner.

4.6 Parents/Carers

Parents or carers should inform the Study Programme if they have any concerns about their child's progress or development. Parents or carers will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- o Invited to regular meetings to review the provision that is in place for their child.
- o Asked to provide information about the impact of SEN support outside organisation and any changes in the learner's needs.
- o Given the opportunity to share their concerns and, with Study Programme staff, agree their aspirations for the learner.
- o Given an annual report on the learner's progress.

Swarthmore will take into account the views of the parent or carer in any decisions made about their child.

4.7 The Learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided where appropriate to their needs. They will be invited to participate in discussions and decisions about this support which may include the learner:

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

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

6. Consultation

Consultation with the Study Programme will be coordinated by the Study Programme Manager and SENCo in line with the SEND Code of Practice. When considering the suitability of a placement, Swarthmore will consider whether or not the needs of the learner can be reasonably met. The needs of the learner will be considered but consultation will also take account of availability of a place in an appropriate group and setting; the effect a potential learner may have on existing learners in terms of behaviour, health and safety, quality of learning within the class group and potential risk to self and to other learners.

Requests are responded to within 14 working days. If Swarthmore Study Programme is able to meet the needs of the potential learner a place will be offered. Prior to admission the Study Programme team will arrange for the family/carers to visit. A home visit may be undertaken by an appropriately experienced member of staff.

All visits to Swarthmore are pre-arranged to minimise disruption to learning and ensure relevant staff members are available. In some cases a multi professional meeting as well as family/carers may also be held.

6.1 Supporting Transition

The length and structure of transition is tailored to the learner's individual needs and agreed with family/carers. Transition can take place over a number of days or weeks depending upon the needs of the learner. On arrival at Swarthmore the Study Programme staff will conduct additional assessments so that a full understanding of a learners learning, social and emotional developmental needs can be gained.

7. SEND Provision at Swarthmore Study Programme

In line with the principles outlined in the 2014 Code of Practice and the Children and Families Act of 2014, Swarthmore Study Programme aims to:

- o At the earliest possible opportunity identify barriers to learning and participation for all learners.
- o Ensure that every child experiences success in their learning and achieves to the highest possible standard.
- o Where appropriate ensure that examination access arrangements are in place.
- o Enable all learners to express their views and be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- o Value and encourage the contribution of all learners to the organisation.
- o Work in partnership with parents to ensure that they are aware of their child's special needs and that effective communication is taking place.
- o Liaise with health and social care services, where necessary and appropriate, to provide support for learners and their families.
- o Ensure that all staff have access to training and advice to support quality teaching and learning for all learners.
- o Work with the Trustee Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

Although Swarthmore Study Programme is a specialist provision, we are aware that there are other needs that may require additional support. Though not considered SEN, these may still impact on progress and attainment:

- o Attendance and punctuality.
- o Health and welfare.
- o English as an additional language (EAL).
- o Being in receipt of Learner Premium Grant.
- o Being a child who is looked after (CLA).
- o Any other underlying reason that requires a response.

We also recognise that some of our learners will have medical needs and disabilities that are not SEMH. We are committed to ensuring that our provision is adjusted and adapted appropriately to meet these needs.

7.1 Identification

Although all of our learners have an EHCP, which provides clear guidance around SEND needs, there is a requirement for further assessment and screening to be undertaken when required. This is done through some or all of the following:

- o Baseline assessments for numeracy and literacy difficulties.
- o Assessment to explore relevant exam access arrangements requirements.
- o Examination and updating of Individual Learner Risk Assessment (IPRA).

- o Further screening around SEMH needs.
- o Dyslexia screening.
- o Any other screening tools which may be recommended by EP/OT etc to better understand the needs of the learner.

7.2 Needs Profile of Learners

SEND need is complex and varied throughout Swarthmore Study Programme, no two learners are alike and we support learners with a wide variety of conditions and co-conditions including:

- o Anxiety conditions including social anxiety.
- o Attachment difficulties.
- o Pervasive developmental delay (PDD) which includes spectrum conditions such as ASC, ADHD as well as Persistent Demand Avoidance (PDA) and Obsessive Compulsive Disorder (OCD).
- o Foetal Alcohol Syndrome (FAS).
- o Long term impact of early childhood trauma.
- o Self-harm.
- o Substance misuse.
- o Post-Traumatic Stress Disorder (PTSD).
- o Bereavement and loss.

7.3 Levels of Support

Learners within Swarthmore Study Programme receive support every day in all classes, by specialist staff who have a good understanding of specific needs identified in their EHCP. We expect our teachers and teaching assistants to provide learning and support tailored to the individual learning and behavioural needs of each of the learners in their classes. We practice quality first teaching to ensure that every learner has access to a high standard of education.

Some learners will require more individual interventions to support specific need(s). In these cases, learners may access specific inventions throughout the day, individually or in small groups, alongside or sometimes instead of their usual classes.

7.4 Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for our learners with SEN by:

- o Tracking learner progress.
- o Monitoring the impact of any interventions.
- o Maintaining an accurate, detailed record of need.
- o Talking to learners and their parents/carers.
- o Holding annual reviews for learners with EHC plans.

8. Expertise/Staff Training

Swarthmore Study Programme is a specialist organisation and therefore requires specialist staff. Our aim is for all staff to become experts in what they do, ensuring that teaching and non-teaching staff have access to a regular programme of professional development. New staff undertake a comprehensive induction programme, including mandatory training, which ensures they are quickly onboarded and gain the skills needed to work in the Study Programme. Staff have continued access to a wide CPD training programme to develop their knowledge and skills in relevant areas, including:

- o Safeguarding and child protection.
- o Supporting children's behaviour needs.

- o Understanding how best to work with children with specific needs e.g anxiety, ADHD.
- o First aid and Mental Health First Aid.
- o Subject specific training.

In addition, staff may access training based on their specific needs or interests as identified through our appraisal process. This provides opportunities for staff to progress, developing skills and knowledge that are useful and relevant and will benefit our learners.

9. Links with External Agencies

Whenever necessary the organisation will work with external support services such as Child and Adolescent Mental Health Services (CAMHS); Education Welfare Officers; Social Services and Family Support services.

10. Accessibility Arrangements

Swarthmore is located in several Georgian houses which have been joined together, which means that some of the floors are a little uneven and there are steps and stairs around the building. There is a lift from the basement area to the ground floor but there is no lift from the ground floor to the first floor, which means that not all rooms are fully accessible. We invite learners, parents/carers to visit to make sure they are happy with the accessibility into and within our building.

11. Complaints about SEND Provision

Where parents/carers have concerns about our SEND provision these should be raised informally with the Study Programme Manager or SENCo. We will try to resolve concerns/complaints informally in the first instance, but if this does not lead to resolution parents are welcome to submit their complaint formally. Our Complaints Procedure can be found on our website.

12. Monitoring and Review of this Policy

This policy will be reviewed by the Director, Study Programme Manager, SENCo and Chair of Trustees annually, or as required due to any changes in legislation, requirements or procedure that occur during the year. It will be submitted to the Trustee Board for approval.

13. Links to other policies and documents

This policy links to the following documents, which are available on our website www.swarthmore.org.uk

- o Safeguarding & Prevent Policy
- o Equality and Diversity Policy
- o Access Arrangements Policy (Exams)
- o Complaints Procedure