ENCOURAGING EXCELLENCE, NURTURING TALENT!

SPORTING CHANCES GROUP

SEND POLICY

Lead	David Johnson
Last Reviewed	November-2025
Next Review Date	November-2026

To be reviewed **annually**.

This policy is enforced across **all** Sporting Chances Group provisions.

SC SURREY

SC OUTREACH PROGRAMME

MINI

CREATIVE HAIR&LASHES

SC ONLINE MENTORING PROGRAMME

SC FOOTBALL ACADEMY

FITNESS ACADEMY

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INTRODUCTION

The Sporting Chances Group (SCG) is committed to ensuring all students with Special Educational Needs and/or a Disability (SEND) receive an excellent standard of education be it academic or physical based upon equality of opportunity, access and outcomes. The enhancement of self-esteem, confidence and independence are key aspects of each student's development. Access to a broad, balanced, and appropriate curriculum is essential if students with SEND are to achieve their potential academically, emotionally and socially. SCG consistently has a high percentage of students with SEND placed with us and so are adept at successfully working with students with these needs.

DEFINITIONS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

a. have a significantly greater difficulty in learning than the majority of children of the same age;

b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or

c. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

DISABILITY

A person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

A child is disabled if he [or she] is blind, deaf, or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

SCG adopts a whole-group response to full inclusion of students with SEND. "Reasonable adjustment" to teaching and learning strategies and access arrangements (Disability Discrimination Act 2005) is made to ensure that a student with SEND has his/her needs met. Appropriate advice, support and guidance is offered to students and parents or carers. Transition arrangements for SEND students joining and reintegrating back into a mainstream setting are robust, well planned and individualised programmes designed for the most vulnerable students. We work closely with internal and external partners and stakeholders to ensure that SEND students are not unduly disadvantaged in terms of access to the curriculum, attendance to the provision or mentoring session and any activities or trips. **This level of access must be compatible with:**

- The student being able to receive their special educational provision to meet their learning and/or physical difficulty and other needs.
- The provision of efficient education for students with whom he/she will be educated.
- The efficient use of resources.

Should a student require intimate care as part of their provision, the support will be coordinated by the Pastoral Lead who will go through appropriate training in line with the required level of support. All intimate care plans are developed and discussed with the student, family, Pastoral Lead and SENCo, where appropriate further advice and guidance will be sought from the local authority's Occupational Therapy department.

SEND PROVISION

SCG's SENCo is an experienced SENCo with years of experience working within a SEND school. The work of the SENCo is overseen by the Progress and Attainment Divisional Manager, to ensure that those with SEND, are making good progress. Learning Support Assistants, and all teaching staff are trained to ensure student's needs are effectively met inside and outside of the classroom. Where a student has a SEND need, they will be included within SCG's SEND Register, are discussed in weekly educational meetings held by the SENCo, and their needs documented through their SEND Support Plan, this will be disseminated to all staff working with the student. SEND Support Plans are reviewed on a regular basis, with updates made available to parents/carers and referrers.

Sport is a key feature in our work with young people. We make every effort to carefully plan sporting activities that are inclusive of those with SEND, ensuring parity or close to, where possible, so that those with a disability or special educational need can enjoy the multitudinous benefits of physical education.

SENSORY IMPAIRMENTS

Within SCG, students who have a hearing/visual impairment have their provision coordinated by SENCo. Where needed, additional provisions that may be stated in their statutory assessment, Education, Health and Care Plan (EHCP) are met by the classroom teachers, support staff, and mentors. The SENCo will disseminate and lead on any specific information. Where necessary, the SENCo will work closely with specialist teachers of the deaf and additional support agencies within the relevant local authority to ensure appropriate support is offered to meet their specific needs. Strategies and recommendations are shared amongst staff to ensure all staff are made aware of how best to support students. SCG are forward facing and facilitate meetings from specialist agencies to enhance the learning experience and environment for students with impairments.

CHILDREN LOOKED AFTER

Children Looked After (CLA) are children and young people under the care and supervision of a local authority. **They fall into two categories:**

- Children may be accommodated because their parents are ill, missing, and unable to cope or as part of a child protection plan negotiated for the family.
- Accommodation is an entirely voluntary arrangement in which the local authority does not gain Parental Responsibility and the parent/s can resume care of their child without giving notice. SCG should continue to involve the parents as though the child was still at home.

The Government expects Social Services and Education Authorities to support CLA in a number of ways. Schools and Alternative Provisions have specific legal duties including the appointment of a Designated Teacher who attends meetings and reports to and liaises with Virtual Schools in order to keep abreast of new legislation and good practice. The role of the Virtual School is to track and monitor students and assist schools in increasing attainment.

Each CLA student has twice yearly PEP (Personal Education Plan) meetings to evaluate progress and establish what further support they need. CLA students for at least one day are eligible for £2,345 per year student premium funding. As well as previously looked after children who have been adoption, are on a special guardianship order, or child arrangements order (previously known as a residence order) from the care of the local authority. The SENCo and Designated Teacher work closely together to ensure the provision and support that is made available is of the highest calibre.

EAL

EAL students should be recognised as beginner bilingual students, some of whom are newly arrived to the UK and may never have used English. Many of these children may come from families seeking asylum, who may have had limited or interrupted education, but who may also have potential to achieve highly and do very well in sports. Some EAL students could also be new arrivals to the UK yet have received full, formal education in home country, may have learned English as a Foreign Language and already have high levels of subject knowledge and achievement in academia and sports. Some EAL students may be considered UASC – Unaccompanied Asylum Seeking Children, these are children who have arrived alone, often having experienced or witnessed violence and loss of family members or children born in the UK, but who have had little exposure to English before starting school.

These children are learning new concepts at the same time as learning English and often sport transcends the language barrier. Young bilingual children should be encouraged to use their first language at home to ensure age-appropriate concept development. We have the same aspirations for EAL students at SCG, but further adjustments and provision may be necessary to support their academic progress. The day-to-day provision for EAL students is coordinated by the Designated Teacher who will work with the SENCo to ensure their additional needs are met.

YOUNG CARERS

At SCG we are committed to meeting the needs of young carers within our setting and through our mentoring programme. A young carer is a child or young person who is responsible for caring on a regular basis for a parent or sibling who has an illness or disability, such as a physical disability, mental health issues, substance abuse, as well those who are terminally ill. A young carer may take on additional responsibilities beyond what is deemed appropriate for their age and development, and will often be providing the main care for a family member as well as sharing responsibility with another family member. These tasks will often include domestic activities, household and financial management and personal and emotional care, and because of these additional responsibilities a young carer could experience poor attendance or lateness, under achievement, anxiety, tiredness, behaviour problems and bullying. Young carers may not have a 'special educational need' but may well present with additional educational and possibly physical and emotional needs.

The Pastoral Lead takes the lead on supporting young carers and any additional pastoral support that may be needed by the student. Referrals can be made online into the Young Carers Projects in the respective local authorities. The Pastoral Lead will ensure students have access to additional support if needed and appropriate.

STUDENTS WITH MEDICAL CONDITIONS

SCG supports all students with medical conditions in line with our Supporting Students with Medical Conditions Policy.

MEETING THE EXPECTATIONS HIGHLIGHTED IN THE SEN CODE OF PRACTICE

At SCG, we take every effort to meet the needs of children with SEND. Details of the Local Authority SEND Offer can be seen on the respective local authority websites.

Students with SEND are categorised as either being on SEN Support or being a student with an Education, Health and Care Plan, and therefore in receipt of further statutory support. The 'SEN Support' category includes students who have been formally classified as those with an historical SEN level of School Action Plus. Students who fall within this category will be carefully monitored by the SCG's SENCo and a graduated approach to monitoring and tracking their provision adopted. The SENCo will liaise where appropriate with outside agencies and support mechanisms to ensure the provision made available is of the superior standard. Thus, should you wish to discuss your child who falls within the 'SEN Support' level, contact the SENCo.

Education Health and Care Plans (EHCP) are integrated support plans for children and young people with complex special needs and disabilities. **They are focused on:**

- achieving outcomes;
- helping children and young people into school, through school; and
- preparing for adulthood.

The Education Health and Care Plan will be prepared in partnership with the child or young person, parents, carers and relevant professionals working across education, health and social care specialist services. Students with EHCPs have been formally recognised as needing further support beyond quality first teaching in the classroom. This further support comes in the form of financial assistance from the Local Authority, which will then be deployed by the young person's school to support meeting the students' needs. The level of support made available for each student will depend on their level and complexity of need.

Students with an EHCP will have an annual review that will explore the progress that the student has made and what further adjustment, support or provision is needed to ensure the student makes rapid and sustained progress. The annual review process includes views from the student, parents/carers, school staff and any other relevant professional. At the annual review, parents are provided with an opportunity to consider the appointment of a personal budget and therefore take on the responsibility of allocating the funds or to continue with their child's school approach to the allocation of additional funds. Once the annual review has been completed, the review documentation is shared with the Local Authority. SCG plays a significant role in contributing to the formation and review of such plans.

Students on SEN Support level and students with an Education, Health and Care Plan have a termly review; this involves students meeting with the SCG SENCo who liaises with the student's school SENCo, to discuss their provision and progress over the previous term, during this review meeting, it provides an opportunity for all staff to feedback on the students' progress, academic and otherwise. Following the termly review, students will be provided with an individual SEND Support Plan, this in turn is used to demonstrate the graduated response to reviewing the progress of students with SEND.

The SCG SENCo works collaboratively with outside agencies such as the Educational Psychology Service (EPS), Child Adolescent Mental Health Services (CAMHS), Occupational Therapy (OT), Speech and Language Therapy (SALT) and other key medical and social professionals in order to provide optimum support and service to SEND students.

All students with SEND have a SEND Support Plan which is reviewed termly in collaboration with the student, teacher and parents. Outcomes match those stated in statutory documentation (where appropriate) or as identified by the school and/or SCG's SENCo. Progress is reviewed against the terms: working towards, emerging, developing and secure.

SPECIAL EDUCATIONAL NEEDS – KEY AREAS

The following information provides some guidance on key areas of special educational needs and how they may impact on the learning and holistic progress of a student. For more information or to discuss potential areas of concern the SCG SENCo should be contacted.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions. The Code of Practice recognises that; “Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

The areas below are provided as a guide:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

COMMUNICATION & INTERACTION

Some of the aspects of difficulty included in this area are Autistic Spectrum Disorder (ASD) and Asperger's Syndrome.

ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. **Students with ASD find it difficult to:**

- Understand and use non-verbal and verbal communication
- Understand social behaviour, which affects their ability to interact with children and adults
- Think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities

Students with ASD cover the full range of ability and the severity of their impairment varies widely. Some students also have learning disabilities or other difficulties, making diagnosis difficult.

Students with Asperger's syndrome should be recorded in this category. These students share the same triad of impairments but can have high level intellectual abilities and their language development is different from the majority of students with autism.

The National Autistic Society has a wealth of information and can be accessed by visiting *www.autism.org.uk*.

SPEECH, LANGUAGE & COMMUNICATION NEEDS (SLCN)

Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.

For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties.

COGNITION & LEARNING

Some of the aspects of difficulty included in this area are:

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)	Attention Deficit Hyperactivity Disorder is a complex condition that can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very difficult to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability. Further information can be found at: ***www.addiss.co.uk***
MODERATE LEARNING DIFFICULTY (MLD)	Students with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Students with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.
PROFOUND & MULTIPLE LEARNING DIFFICULTY (PMLD)	Students with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, students have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Students require an elevated level of adult support, both for their learning needs and also

	for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some students communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level/ grade 1 of the National Curriculum).
SEVERE LEARNING DIFFICULTY (SLD)	Students with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Students with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some students may use sign and symbols, but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level/grade 1 of the National Curriculum).
SPECIFIC LEARNING DIFFICULTY (SpLD)	"A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing)." (2013 SEN Code of Practice)
DYSCALCULIA	Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Further information can be found at: *www.ncld.org/types-learning-disabilities/dyscalculia*

DYSGRAPHIA	People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. **This can result partly from:** - Visual-spatial difficulties: trouble processing what the eye sees - Language processing difficulty: trouble processing and making sense of what the ear hears. Further information can be found at: *www.about-dyslexia.co.uk/dysgraphia/*
DYSLEXIA	Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Students may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words. Further information can be found at: *www.bdadyslexia.org.uk*
DYSPRAXIA	Students with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Students may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills. Further information can be found at: *www.dyspraxiafoundation.org.uk*

SOCIAL, EMOTIONAL & MENTAL EMOTIONAL HEALTH

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other students.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may substantially impact the child's ability to learn.

Some of the aspects of difficulty included in this area are:

ADJUSTMENT DISORDERS	A child suffering from an adjustment disorder may have witnessed a stressful event or had a considerable change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.
ANXIETY DISORDERS	A child suffering from an anxiety disorder may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.
OBSESSIVE-COMPULSIVE DISORDER (OCD)	A child suffering from EBD may also have an obsessive compulsive disorder (OCD). Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.

SENSORY & / OR PHYSICAL

Some of the aspects of difficulty included in this area:

HEARING IMPAIRMENT (HI)	Students with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having an HI if they require hearing aids, adaptations to their environment and/or specific teaching strategies to access the concepts and language of the curriculum. A number of students with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Generally, 4 categories are used: mild, moderate, severe, and profound. Some students with a significant loss communicate through sign instead of, or as well as, speech.
VISUAL IMPAIRMENT (VI)	A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. **They are defined as follows:** - "Partially sighted" indicates some type of visual problem has resulted in a need for special education;

	- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses; they use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print (and sometimes Braille); - "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and - Totally blind students learn via Braille or other non-visual media.
MULTI-SENSORY IMPAIRMENT (MSI)	Students with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Students with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Students need teaching approaches that make effective use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.
PHYSICAL DISABILITY (PD)	There is a wide range of physical disabilities and students cover the whole ability range. Some students can access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily

mean a student has an SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some students are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

MEDICAL NEEDS

A medical diagnosis or a disability does not necessarily imply a special educational need (SEN). It may not be necessary for the student with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered.

Some children may not require school-based SEN provision, but they have medical conditions that, if not properly managed, could hinder their access to education. Students with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis Tracheotomy, Colostomy, and Ileostomy. In such cases, SCG staff will take into consideration the medical guidance available.

SEEKING SUPPORT

To explore an undiagnosed need or look for further support, the SCG SENCo will in the first instance liaise with the child's school SENCo where applicable, and will gather feedback from the student, teacher, Mentor and support staff. They will then collaborate further with parents/ carers and the student who will meet to discuss appropriate ways forward and to explore what additional support may be required. This could include the use of external support

from the Educational Psychology Service, CAMHS or the National Autistic Society. In these instances the SENCo will act as the liaison between the support service, SCG, and the family.

EXAMINATION CONCESSIONS

SCG are moving towards becoming an examination centre and is aware of the need to identify students who - due to their Special Educational Need - would be entitled to access arrangement concessions in examinations and assessments. The purpose of access arrangements is to ensure that, where appropriate, reasonable adjustment under the terms of the Equality Act 2010, is made to student's examination circumstances ensuring they are able to perform to the very best of their ability. Students with access arrangements in place have received additional support in examinations and assessments previously (in particular in Key Stage 4 assessments and class tests) and this represents a normal way of working for them.

In order for this reasonable adjustment to be made in public examinations, students will need to undergo a series of psychometric tests that will identify if existing arrangements (those that have been deployed during Key Stage 3) can be formally applied for through the JCQ (Joint Council for Qualifications).

It will be decided who the Lead SENCo is in the instance that the student is on the roll of a school. The tests will be administered by the Lead SENCo either the SCG or School SENCo. Once the results of the tests are available parents and students will be notified of the outcome and will receive confirmation of any access arrangement that may be applied for as a result. If the student is not eligible for reasonable adjustment in examinations, due to the scores not meeting the JCQ regulations, this will also be shared with parents. The results of the psychometric testing, subsequent application to the JCQ and evidence to support the application will be held securely at SCG and with the student's school following our data protection/confidentiality protocol.

The Lead SENCo will then inform the Examinations Officer/Progress and Attainment Lead who requires access arrangements and specify the arrangements required. To meet the JCQ guidelines, the Lead SENCo must provide reports and feedback that outline the reasons for these requests for access arrangements and demonstrate a 'normal way of working'. Eligible scores following psychometric testing is not solely a guarantee that access arrangements will be applied for, the student must have the required concession put in place and have used this over a period of time, thus demonstrating what is the 'normal way of working' to have this

concession approved for their formal examinations. Applications for concessions are then applied online by the Examinations Office or Lead SENCo. The deadline of the 21st February for all applications is stringently adhered to.

The SENCo and Managers at SCG are aware and observe the Equality Act and the document published by the Equalities and Human Rights Commission (EHRC) document that require reasonable adjustments for students with disabilities.

STUDENT TRANSFER

A robust Student Induction Programme for students with complex SEND and other vulnerable groups is in place to ensure the transition processes into SCG is as responsive to student's needs as possible.

ROLES & RESPONSIBILITIES

SCG's Special Educational Needs Co-ordinator (SENCo), works under the direction of the Progress and Attainment Lead and Director to determine strategic SEN policy and provision in to raise the achievement of students with SEND. To champion inclusion, effectively deploy resources, ensure successful learning takes place and improve standards of achievement of SEN, disadvantaged and vulnerable students.

To Staff:

- Provide professional leadership to all staff and plan the deployment of support staff.
- Identify their training needs and deliver/co-ordinate/organise professional development appropriate to this need.

To Students:

- Monitor progress of all vulnerable students and to direct intervention to ensure good or better progress.
- Ensure that SEN support enables high quality learning across the Group
- Ensure effective systems of communication, including feedback about students' learning, to inform future planning.
- Maintain an up-to-date knowledge of national and local initiatives and statutory changes which may impact on policy and practice.

MONITORING & REVIEW

Students with SEND are monitored regularly by the SENCo. SEND Support Plans, for all students with an EHCP and students on the 'SEN Support level' will be reviewed termly and in line with the SEN Code of Practice requirements will form part of the termly graduated response to monitoring and review the provision of support for students with an SEN.

In order to adopt the graduated response to reviewing student's progress and provision, during the termly reviews the reviewer will adopt the 'Assess, Plan, Do, Review' framework to ensure the provision that is put into place to meet the students' needs is fit for purpose and effective in ensuring the student is able to make rapid and sustained progress. The assess, plan, do, review framework will be illustrated and implemented through the student's SEND Support Plan.

Each EHCP student receives an 'Annual Review' which is a statutory requirement; if appropriate a member of the SEN Case Team from the Local Authority and the Education Psychologist may attend. During the annual review the SENCo, along with the student and the parent/ carer will review the provision and progress made by the student during the academic year. During the meeting SMART targets will be set and agreed upon to ensure the student is supported in making the expected levels of progress. Upon completion, the annual reviews will be sent to parents/ carers and the SEN case manager for the student. A copy is kept on a confidential file for the SCG SENCo to use to review and evaluate the effectiveness of the provision for students with an SEN.

Alongside the annual review process, the SENCo will work alongside division Managers to conduct a range of lesson observations, learning walks, book scrutiny and audit to ensure the quality of SEN teaching and learning is in accordance with the high standards at SCG, across all provisions.

Student voice is very important when identifying appropriate interventions. It is essential that students feel confident that they will be heard and their views acknowledged, by adopting the graduated response for students on the 'SEN Support' level or EHCP. The student voice is heard without fail when developing appropriate provision and support mechanisms. Students are expected to attend Annual Reviews of EHCPs; termly reviews and they should always be consulted as to the effectiveness of existing support and the formulation of future plans for provision.

RAISING CONCERNS

Any concerns relating to Special Educational Needs should be addressed in the first instance to the SCG SENCo who will liaise with the Provision Manager to investigate the concern. If the matter is not dealt with satisfactorily the Director should be contacted.

USEFUL WEBSITES & SUPPORT SERVICES

THE NATIONAL AUTISTIC SOCIETY	*www.autism.org.uk*
THE LEADING DYSLEXIA WEBSITE FOR PARENTS	*www.bdadyslexia.org.uk*
USEFUL INFORMATION & VIDEOS REGARDING ADHD	*www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/*
ADHD ADVICE	*www.helpguide.org/mental-health/adhd/parenting-child-with-adhd*
OFF THE RECORD, SUTTON	*www.talkofftherecord.org/sutton/*