



|                                           |                                                        |
|-------------------------------------------|--------------------------------------------------------|
| <b>Local Procedure Title</b>              | <b>Special Educational Needs and Disability</b>        |
| <b>Service</b>                            | <b>Aspris Telford School</b>                           |
| <b>ACS Policy number and title</b>        | <b>ACS 33 Special Educational Needs and Disability</b> |
| <b>Local Procedure template reference</b> | <b>ACS LP 33</b>                                       |
| <b>Local Procedure date</b>               | October 2024                                           |
| <b>Local Procedure next review date</b>   | September 2026                                         |
| <b>Local Procedure Author(s)</b>          | Nichola Jones (SENCo)                                  |
| <b>Local Procedure Ratification</b>       | Checked and Approved by: Clare Davis                   |

### 1. Intent: Rationale and Overall Objectives of the Procedure

This Local Procedure is used in conjunction with ACS 33 Special Educational Needs and Disability.

At Aspris Telford School we are committed to delivering a fully inclusive educational experience for our learners, by ensuring needs are identified early and are addressed quickly so that learners are supported to reach their full potential at school, through a personalised curriculum and the ARC (Attachment, Resilience, Competency) Framework.

All learners who attend Aspris Telford School, have an Educational Health and Care Plan (EHCP) or Individual Development Plan (IDP). They may have had previous experiences of disrupted schooling, historically unmet needs and may be performing well below age related expectations. Learners may have large gaps in their learning and may be lacking in self-confidence. All learners have a degree of Social, Emotional and Mental Health difficulties (SEMH) and may have experienced trauma. Our aim is to build the resilience and skills of our young people that we support, to enable an independent, fulfilled life beyond education.

The aims of our local procedure are to assist all of our learners to overcome barriers to learning by creating and maintaining a learning environment that is fully responsive to the special educational needs of every learner.

At Aspris Telford School we aim to provide a service which is underpinned by:

- The [SEND Code of Practice \(2014\)](#)
- The [Children's and Family Act \(2014\)](#)
- The [Equality Act \(2010\)](#)

The above Statutory guidance for developing a more inclusive curriculum will be adopted to:

- Set suitable learning challenges.
- Respond to learners' diverse learning needs.
- Overcome potential barriers to learning.
- Provide an appropriate transition into education.

- Provide learners with vocational opportunities in line with their future aspirations and goals.
- Prepare learners for further education, training or employment.

## 2. Definition of SEN

The [SEND Code of Practice \(2014\)](#) definition of SEN:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## 3. Areas of Need

The [SEND Code of Practice \(2014\)](#) outlines the four broad areas of need:

### Communication and interaction (C&I)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning (C&L)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

#### Sensory and/or physical needs (S&P)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

#### **4. Implementation: Roles and Responsibilities**

All staff in school are responsible for supporting our learners with SEN.

The School Leadership Team (SLT) will ensure staff are aware of and adhere to the SEN procedure at Aspris Telford School by:

- Attending weekly meetings and discuss SEN with SLT.
- Tutors monitor and update learners Learning Plans (LPs) and Behaviour Support Plans (BSPs) and maintain communication with parents and carers.
- SLT will disseminate procedure to all staff.
- SENCo will discuss issues which arise with staff during weekly meetings, liaise with all school staff and provide strategies that will support meeting the needs of individual learners so that they are able to achieve and make progress in line with short term outcomes as outlined in their Learning Plans and are on track to achieve their long term outcomes stated in their EHCP.
- SENCo will collate information and capture data relating to a learner prior to annual reviews.
- SENCo will observe learners within lessons and around the school site, ensuring that the curriculum, environments and adaptations are made to meet their individual needs.
- SENCo will oversee the use of Provision Maps to set and review Learning Plans, Aspris Plans and individual Pupil Passports.
- Staff CPD.

#### **5. Staff CPD**

Staff training within the area of SEN is provided through Aspris Learning Lounge modules. In addition to this staff are encouraged to identify relevant CPD that will expand their knowledge and skill set further and seek approval to attend the CPD from their line manager via the learning lounge.

#### **6. Interventions for Pupils**

At Aspris Telford School, SLT and SENCo will assess a learners needs individually and develop an interventions package which is in line with provision needs and unique to an individual learner.

Most common interventions on offer are:

- Speech and Language therapy
- Art Studio
- Vocational learning opportunities
- Pony Pals/Cavalier Centre
- Beatsabar
- Kickboxing
- Counselling
- Spectra (Super Flex Social Thinking)
- Small group or 1:1 intervention with SENCo or HLTA (social skills, emotional literacy, emotion coaching, self-esteem, resilience, anxiety etc.)

'Intervention' sessions are referred to as 'Self Development' sessions to the pupils to support their understanding of their needs and promote independence and Preparation for Adulthood.

## **7. APDR**

### Record Keeping

The SENCo will keep a clear and concise SEND Overview audit which will have provision for tracking annual review dates, give a snapshot of learner needs and include the LA designated SEN case work officer.

### EHCP Annual Reviews

Annual reviews will have a high emphasis on learner voice, parent/carer views. Where it is not possible for attendees to join the meeting face to face, then teams invite will be sent out. Learners' views will be taken prior to the annual review meeting, where possible learners will be asked to join the meeting, however more complex learners may find it difficult to join the meeting face to face, in such instances the SENCo will share learner's views during the annual review, parents/carers will also be asked to share any views the learner may have indicated. Persons invited to the annual review will vary according to the range of multi-agency professionals involved with an individual learner, the SENCo will ensure that invites are sent through to relevant individuals.

### Learning Plans

Long term outcomes in EHCPs/IDPs are broken down into short term SMART targets through Learning Plans. These are reviewed, and new targets set, on a half termly basis by key tutors during Learning Plan Review Days, using Provision Maps. Parents/ carers and learners are invited to attend individual Learning Plan Review meetings 3 times per academic year.

### PEPs

Our learners that are looked after also have a Personal Educational Plan (PEP) which is held by the Virtual School and is reviewed termly. We ensure short term SMART targets are linked with those on their Learning Plans.

EHCPs, LP's and PEPs inform individual BSPs.

## **8. Impact: Leavers Destinations and Outcomes**

Being supported towards greater independence and employability can be life transforming for learners with SEN. A learner centred approach, which takes into consideration an individual's needs, aspirations, skills and capabilities allows for the planning and transition into their next steps of education employment or training. Learners are set outcomes that are supportive of their individual transition plans and aim towards the correct level of qualification and positive leaver destinations, resulting in some of our learners transitioning into mainstream colleges, training providers or employment for their post 16 education.

## **9. Arrangements for Reviewing the Procedure**

This local procedure will be reviewed annually.

### **Local Procedure Review History:**

| Date Reviewed  | Reviewer      | Summary of revisions                                                                                                                           |
|----------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| September 2025 | Nichola Jones | Now using Provision Maps.<br>IEPs are now referred to as Learning Plans (LPs)<br>Interventions are referred to as Self Development for pupils. |
|                |               |                                                                                                                                                |
|                |               |                                                                                                                                                |
|                |               |                                                                                                                                                |
|                |               |                                                                                                                                                |

**Children's Services  
Local Procedure Template**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |