

# THE APOLLO EDUCATION PROJECT

## The Apollo Education Project Policy: Special Educational Needs Policy

Policies at The Apollo Education Project are written in accordance with the five outcomes contained within Every Child Matters:

- ⌚ Being healthy
- ⌚ Staying safe
- ⌚ Enjoying and achieving
- ⌚ Making a positive contribution
- ⌚ Achieving economic wellbeing

### Rationale

The Apollo Education Project believes that all pupils at each Apollo Centre are entitled to a full and balanced education. Provision is made for those pupils with special educational needs to ensure that they have equality of opportunity and aim to fulfil their potential.

### Basic information about Apollo's Special Education Provision

Apollo's SEN Policy fully complies with the requirements of the SEN Code of Practice 2001 and the Special Educational Needs and Disability Act 2002 (SENDA).

### Objectives:

1. To ensure pupils with Special Educational Needs are effectively identified, assessed, monitored and supported by all staff whilst at the Apollo Education Project.
2. To ensure that all pupils with SEN achieve the highest standard of attainment of which they are capable.

This policy aims to outline the systems in place to meet these objectives and act as a guidance document for parents, pupils and staff in the identification and support of pupils with SEN.

### Day to Day Co-ordination

The person responsible for the day to day co-ordination of the school's education for pupils with SEN is:

The Centre Manager

## **Co-ordination of SEN provision**

The Centre Manager is the focal point for information on day to day issues relating to SEN. There is close liaison between teachers, support staff and the Managing Director. The Centre Manager in turn reports directly to the Managing Director.

## **Admissions**

Apollo's admissions policy for pupils with Special Education Needs is in line with the Apollo's referral system and a two week period of assessment.

## **Identification, Assessment and Provision for pupils with SEN**

The Apollo Education Project will ensure all pupils are given an appropriate level of support to address any additional or special needs and to support them in overcoming any barriers to learning.

To ensure that the needs of individual pupils are met. The Project will collect all available baseline data for each pupil. There will be a clear and explicit expectation that all referring schools will provide all the data they have as part of the referral process. It is imperative that all available baseline data is collected and fully understood so that an appropriate and personalised programme can be developed for each pupil. The following information and data will be required:

- ⌚ National Curriculum levels
- ⌚ Teacher assessments
- ⌚ School records to include attendance and exclusion data etc.
- ⌚ SEN records
- ⌚ CAF
- ⌚ External agencies (CAMHs, YOT)
- ⌚ Medical history
- ⌚ Parents/carers information
- ⌚ Pupil's perception.

We would also expect partner schools to notify the Project on referral of any gifted or talented pupils so that their personalised learning experience and extra-curricular activities can be tailored appropriately.

An up to date assessment of each pupil's literacy and numeracy levels will be key to establishing appropriate levels of support therefore all pupils will be tested in literacy and numeracy on entry.

The baseline data received from the referral school together with additional assessment on admission to the Project will be collated to design a Provision Map for each individual pupil. The Provision Map will be a way of showing 'at a glance' the range of provision the Project will make for each pupil with additional needs. It allows the Project to audit the needs of each pupil

and identify how they should be addressed. The Provisions Map will be used to provide clear information for all staff, parents, commissioners about how additional needs will be met.

It is recognised that pupils will arrive at the Project with a variety of complex needs. It is important therefore that the Project identifies the best support for each pupil, through analysing and responding appropriately to their needs so that they can achieve success.

Information from the initial baseline data together with literacy and numeracy assessment will be used to identify and determine levels of support and intervention required for each pupil in relation to the following areas:

- Ⓟ Literacy/English;
- Ⓟ Numeracy/maths
- Ⓟ Behaviour support
- Ⓟ Self esteem and social skills;
- Ⓟ Cognition and learning.

### **Access to a Broad and Balanced Curriculum**

All pupils have entitlement to the full range of subjects offered at the Project. There may be occasions where access is made more difficult due to the needs of the pupil. Wherever possible the pupil remains in the class although adjustments can be made whilst still maintaining access to that subject area.

### **Pupils with SEN and their engagement in activities within the Project**

Wherever possible all pupils participate together. Adjustments may be made to the task to meet health and safety requirements, this may include support or a change to the desired outcome as well as peer support. There is no planned withdrawal of access to Project activities; any withdrawal is discussed with pupils, parents and staff.

### **Complaints procedure**

In the first instance parents who have any complaints regarding the operation of the Project's special needs provision should contact the Centre Manager. If this should fail to solve the problem then parents should follow the Project's Complaints Procedure.

### **Staff Policies and Partnerships**

The Managing Director is keen to ensure that all staff have the opportunity for ongoing professional development and to this end the Centre Manager in conjunction with the Managing Director will provide CPD opportunities. These opportunities are in line with the training needs identified both on a personal/departmental level through the Project's self review procedures, including staff appraisals, and via the whole Project's CPD training Project plan.

### **Use of outside agencies**

Links have been established with specialists throughout Luton and Central Bedfordshire and other agencies.

## **Role of Parents**

As with all pupils, parents are asked to support the Project in terms of behaviour. For pupils with SEN close home/Project contact is essential for both parties to get a full and accurate view of the situation. Parents are involved in planning support for the pupil on an ongoing basis but particularly in relation to Annual Reviews, reviewing Provision Maps, choosing options/work experience/transition into Post 16/18. Parents are welcome to contact the Centre Manager at the Project with any questions or concerns and to request a meeting if necessary.

## **External Links**

The Project works closely with its partner schools, parents and supporting LA's medical, and social care agencies in order to provide comprehensive support for pupils who have or may have SEN issues.

## **Child Health, Social Care and Educational Welfare Service**

Child Health and Social Care meetings are held when required in relation to the individual needs of pupils.

To be reviewed: June 2017