

# Special Educational Needs, Disability, and Information Report

(Statutory)

## **Aims**

- Set out how the Seeds of Change will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Provide The Seeds of Change (TSoC) curriculum access for all
- Secure high levels of achievement for all
- Meet individual needs through a wide range of Equine Facilitated Learning (EFL) provision
- Attain high levels of satisfaction and participation from pupils, parent and carers
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- “Promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

## **Legislation and guidance**

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 Alternative provisions’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out Alternative Provisions’ responsibilities for education, health and care (EHC) plans, and the SEN information report

## **Definitions**

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. Children and young people who have SEN may also have a disability under the [Equality Act 2010](#). Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

## **Principles underlying the Code**

The 0-25 SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood

More information on the principles that underpin the Children and Families Act and the guidance is given in Chapter 1, Principles, in the [0-25 SEND Code of Practice](#).

## **Roles and responsibilities**

### **The Head of Education**

The Head of Education is Claire Turner, [claire@tsocequine.co.uk](mailto:claire@tsocequine.co.uk) , the Head of Centre is Jo York [jo@tsocequine.co.uk](mailto:jo@tsocequine.co.uk)

They will:

- Work with the SLT and Director to determine the strategic development of the SEN policy and provision at The Seeds of Change
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with the Director, coaches, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality EFL sessions
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the Seeds of Change meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Seeds of Change keeps the records of all pupils with SEN up to date

## **The Head of Centre**

The Head of Centre will:

- Work with the Head of Education and SLT to determine the strategic development of the SEN policy and provision within the Seeds of Change
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **Coaches**

Each coach is responsible for:

- The progress and development of every learner they are responsible for
- Creating unique, individualised sessions that meet the needs of the learner and recording the progress in their session notes by the end of each working day
- Ensuring adaptations are met within individual or group sessions to enable learners to engage fully and to the best of their abilities within all aspects of their session
- Working closely with the Head of Education to plan and develop the impact of support and interventions and how they can be linked to session delivery
- Working with the Head of Education to review each pupil's progress and development and decide on any changes to provision, ensuring they follow this SEN policy

## **SEN information report**

### **The types of SEN that are provided for**

The Seeds of Change currently provides additional and/or alternative provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Trauma, ACE's, Anxiety, PTSD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **Identifying pupils with SEN and assessing their needs**

Pupils attend the Seeds of Change following a full Referral form and Strengths and Difficulties Questionnaire (SDQ), completed by referring bodies, additional information is often requested if there is an EHCP or ILP in place. We will discuss pupil's current skills and levels of attainment on entry with the referring body. This will enable us to build and develop their individual Learning Objectives and Impact Measures. Coaches will regularly, review, and identify:

- Any potential Speech and Language difficulties that may be a barrier to accessing learning
- Determine any Social, Emotional, Mental Health (SEMH) barriers that might be impacting on achievement
- Identify any sensory or physical needs that could be a barrier to accessing sessions

The Seeds of Change provides appropriate differentiation and support to identify learner's needs within any of their individual or group sessions. Coaches will feed back to referring bodies any identified barriers to learning through their end of term reviews.

### **Consulting and involving young people and their family.**

We will have an early discussion with the Referring body in the first instance. As an alternative provision, TSOC is often the 'named alternative provision' that forms part of a pupil education or health care package. The young people and their family will have indicated their preferences and expectations through the referring body through the referral process.

It is the expectation of the referring body that they involve the young person and the family in the decision making process prior to the referral and that ongoing communication remains in place between the referring body and TSOC. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the learner's and parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will work in collaboration with the referring body who will liaise with parents / carers in relation to ongoing or emerging SEN support.

### **Monitoring and reviewing pupils' progress towards outcomes**

The coaches will work with the Head of Education to carry out a clear plan of the learner's needs at the Seeds of Change. This will draw on:

- The Coach's session notes and experience of the Learner
- Their previous progress and learning or behaviour (information from Referral form, EHCP or ILP)
- Other Coach's session notes, where relevant
- The learner's own views
- Advice from external support services, if relevant

All Coach's and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting young people moving between settings and preparing for adulthood**

As the Seeds of Change is a commissioned service, we will work alongside, and in collaboration with the young person's referring body in the first instance. Ensuring to maintain open and transparent lines of communication with the young person and the parents / carers where relevant.

Young people attending the Seeds of Change in receipt of SEN support, young people with an EHCP and young people attending as part of their EOTAS package will have arrangements discussed at their review meetings.

The Head of Education will be the named contact for the duration of the young person's attendance at the Seeds of Change. They will attend EHCP review meetings or nominate a member of the SLT to attend in their absence.

### **Our approach to supporting pupils with SEN**

The Seeds of Change is an Equine Facilitated Learning (EFL) provision where we assist the individual in the many spheres of personal development, growth, and learning, through the unique interaction that occurs between human and horse.

It is our policy to ensure that whilst working with The Seeds of Change our young people feel physically and emotionally safe. They are able to express their feelings, and experience for themselves the effects of their actions on the horse and therefore on others.

We aim to provide a therapeutic calm environment where the learning can take place very naturally and the young person is able to set their own pace.

Our 1 to 1 programme offers bespoke sessions for individuals encountering a wide range of SEMH difficulties, SEND and for those facing specific barriers to learning. Each programme is personalised to the individual and is suitable for anyone requiring a high level of support.

We work with young people of all ages and address the specific requirements of the individual to develop and support them. Upon referral, each young person is assessed using our baseline assessment tool to enable detailed Individual Learning Objectives and Impact Measures to be produced in collaboration with the referring body.

The courses are bespoke to the individual needs of the young people and by creating safe spaces to explore feelings and emotions they are able to develop strategies to support their own development through experiential learning that has a lasting impact. The use of the horse and outdoor environment makes us different to the more conventional talk therapies and often more engaging for the young person.

We have and continue to deliver small nurture groups too. These groups vary depending upon the needs and ages of the young people, it is our ethos to meet the young people where they are for the intervention to be the most beneficial. This intervention also allows opportunities to explore social skills in a small nurturing environment with a low staff to young person ratio and allowing for progressive pathways.

### **Additional support for learning**

Coaches will support learners on a 1:1 basis or as part of a small nurture group where requested.

Coaches will support Learners to work towards their agreed learning outcomes.

The Seeds of change will work with, where necessary, the following agencies to provide support for pupils with SEN:

- School Nurse Partnership Team 0-19
- SSS (SEND Support Service)
- CAMHS
- Educational Psychology Service

- Local NHS Services
- Strengthening families Team
- Multi-Agency Safeguarding Hub

### **Expertise and training of staff**

All staff will be trained in how best to support vulnerable learners to maximize their achievement. Specific training needs will be identified and met through the performance management process.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing young people's individual progress towards their Learning Outcomes each term
- Reviewing the impact of interventions at the end of each term through an end of term review
- Using partnership questionnaires / feedback forms
- Attending annual reviews for pupils with EHC plans

### **Working with other agencies**

The Seeds of change will identify sources of support as they develop and evolve as an Alternative Provision that can be accessed as part of the [Local Offer](#), as defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- CAMHS
- Schools
- Social Care
- Educational Psychology Service
- IASS (Information Advice and Support Service)
- NCC Sensory Impairment team
- Local NHS services
- Strengthening Families
- Educational Inclusion and Partnership Team (EIPT)
- Multi-Agency Safeguarding Hub (MASH)

In accordance with the SEND Code of practice 2014 we will attend, where we reasonably can; annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs that attend the Seeds of Change. For young people with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

We have a clear point of contact within the Seeds of Change who will coordinate the support from outside agencies for each young person Most often this will be the Head of Education.

### **Contact details of support services for parents of young people with SEN**

#### **Educational Psychology Service: Contact:**

[Educpsychology@childrenfirstnorthamptonshire.co.uk](mailto:Educpsychology@childrenfirstnorthamptonshire.co.uk)

[Educational Psychology Service - Schools and education \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/education-psi)

**Education Inclusion and Partnership Team:** Contact number: 0300 126 1000

[Educational Inclusion & Partnership Team \(EIP\) - Children, families and education \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/education-eip)

**IASS (Information Advice and Support Service):** Contact Number: 01604 364772  
<https://www.iassnorthants.co.uk/Pages/home.aspx>

**Virtual School for Looked After Children:** Contact number: 01604 365912  
[virtualschool@northants.gov.uk](mailto:virtualschool@northants.gov.uk)

<https://www.iassnorthants.co.uk/Pages/home.aspx>

### Contact details for raising concerns

If you have a concern, please contact the Head of Education / Curriculum in the first instance.

Mrs Claire Turner [clairet@theseedsofchange.co.uk](mailto:clairet@theseedsofchange.co.uk) Northamptonshire centre

Ms Jemma Fuccillo [jemma@theseedsofchange.co.uk](mailto:jemma@theseedsofchange.co.uk) Bedfordshire centre

### Monitoring arrangements

This policy and information report will be reviewed by the Head of Education and Quality every year. It will also be updated if any changes to the information are made during the year. It will be approved by the full Senior Leadership Team.

### Links with other policies and documents

- Accessibility
- Behaviour
- Equality and Inclusion
- Supporting pupils with medical needs
- Safeguarding
- Attendance

<b>Reviewer</b>	<i>Claire Turner</i>	<b>Reviewer role</b>	<i>Head of Education and Quality</i>
<b>Review date</b>	<i>February 2023</i>	<b>Approved by</b>	<i>SLT</i>
<b>Approval date</b>	<i>February 2023</i>	<b>Next review</b>	<i>May 2024</i>