



APPROACH LEARNING

SEN POLICY

Date of Policy	September 2025
Date of Review	September 2026
Person/s Responsible	Lana Wild

1. Purpose of the Policy

- This policy will improve learning at the Approach Learning by:
- Identifying and regularly reviewing the special educational needs of our students.
- Ensuring appropriate educational provision and equality of opportunity.
- Meeting the needs of all students on the SEN register.

2. Policy Objectives

- ❖ To identify needs.
- ❖ To address needs within lessons and Provision-wide.
- ❖ To provide agency support where required.
- ❖ To support students in their examinations.
- ❖ To support students in their transition from APPROACH LEARNING to further education or employment.

3. General Principles

- The needs of all students must be addressed.
- The students and their parents/carers have a right to be heard and to participate in decision making about provision to meet their special education needs.
- The effective implementation of the Approach Learning SEN Policy and Procedures for assessment and provision will be possible only if we create positive working relationships with the students, their parents/carers, the health services, LEA, SSD, and any other providers.
- APPROACH LEARNING Provision recognizes the individuality of its students, in their abilities and needs. It should not be automatically assumed that the student's special education needs result solely, or even mainly from problems within the student. It is recognized that a student may fail a test, or perform below their year group for more reasons than 'intelligence'.
- Effective management, behaviour and motivation procedures, and policies can help prevent some special educational needs arising, and minimize others. Differentiation of class-work within a common curriculum framework, and supportive break-time structures will help to meet the needs of all students.
- The SEN policy and procedures can make a difference- for good or ill. All staff need to remain vigilant to patterns of identification and registration, parental concern, and policies in the light of such patterns.



The success of the policy will depend on:	The success of individual cases will be judged on:
<ul style="list-style-type: none"> • Identification of need 	<ul style="list-style-type: none"> • Nature of concern and action taken
<ul style="list-style-type: none"> • Assessment of need 	<ul style="list-style-type: none"> • Effectiveness of monitoring
<ul style="list-style-type: none"> • Provision of need 	<ul style="list-style-type: none"> • Achievement of targets
<ul style="list-style-type: none"> • Use of outside support and services 	<ul style="list-style-type: none"> • Time taken
<ul style="list-style-type: none"> • Monitoring and record keeping 	<ul style="list-style-type: none"> • Resources utilised

4. Arrangements within Approach Learning to support this policy

- **Staff training in behaviour management and learning difficulties**
- **Academic testing**
- **Sight and hearing testing**
- **Monitoring of learning and behaviour**
- **Back up documentation from previous Provisions**
- **Positive contact with home to build understanding of difficulties and needs.**
- **Financial priority of identifying these needs.**

The SEN provision is co-ordinated by the Approach Learning SEN Co-ordinator (SENCO) who is responsible for all SEN provision, as well as links with parents. Specific National Curriculum testing is conducted by the teachers responsible for each subject area.

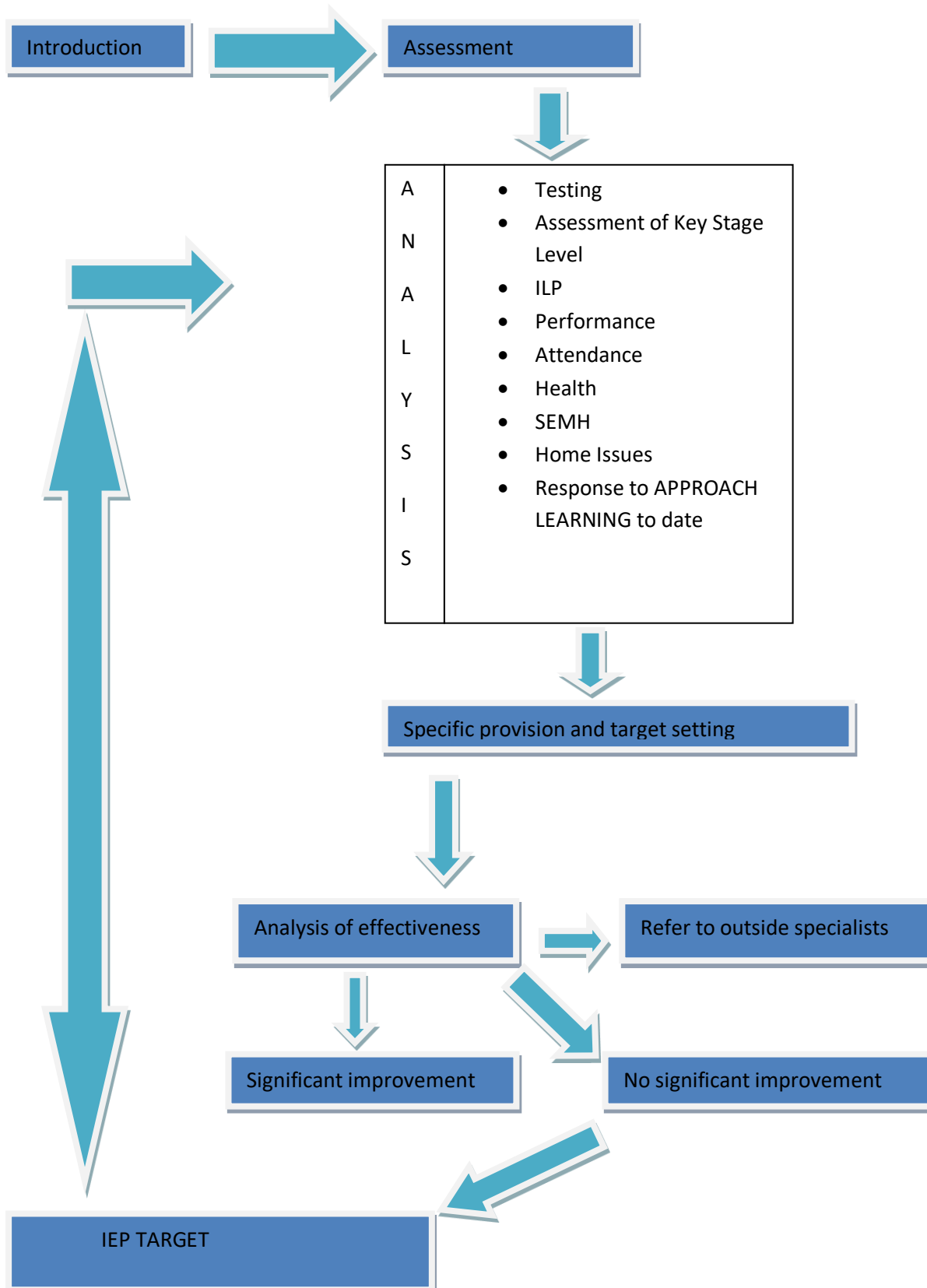
The Role of the SENCO:

- **the day-to-day co-ordinating of Approach Learning's SEN policy and provision**
- **liaising with and advising fellow staff**
- **maintaining the SEN records**
- **liaising with parents of students with special education needs**
- **contributing the in-service training of staff**
- **liaising with external agencies involved**
- **putting into practice any local procedures relating to child protection issues**
- **liaising with the local authority when the child is looked after by that authority**
- **obtaining information on services provided by the local authority for students 'in need'**

The SEN records are kept in the student year group cabinet along with their IEPs, profiles and monitoring records. All students are monitored weekly.



5. SEN PROCEDURE





6. IDENTIFICATION OF DIFFICULTIES

Students attainment in core subjects	<ul style="list-style-type: none"> ▪ Test results that rate them alongside mainstream ▪ Key stage testing ▪ Psychology reports ▪ Existing statements
Performance	<ul style="list-style-type: none"> ▪ Staff assessment and consensus ▪ Behavioural monitoring ▪ Performance across whole curriculum, e.g., work rate, learning confidence, initiation, completion, motivation ▪ Contributions to IEP
Recurrent absences and health issues	<ul style="list-style-type: none"> ▪ Including lateness
Home problems	<ul style="list-style-type: none"> ▪ Identified issues that hinder learning, behaviour and attainment
SEMH	<ul style="list-style-type: none"> ▪ Impaired social interaction ▪ Disruptive behaviour (self and others) ▪ Failure to 'behave' in the Provision ▪ Withdrawal, phobia, anger

Learning difficulties are identified by:

- Previous Provision / Referring Agency
- Parent / carer
- Subject teacher
- Mentor
- Screening tests
- KS2 raw scores
- The pupil voice

Behavioural difficulties are identified by using the following assessments:

- Monitoring of behaviour at Approach Learning
- Attendance, including lateness
- Health
- Investigation of home issues
- Student profile
- Use of outside agencies, where appropriate

Once a need has been identified parents/carers will be contacted by the SENCO and invited into Provision to discuss the child's/ward's needs and the intervention the Provision intends to put in place complete with a timescale. 7. Responses to identified need: There are two stages of SEN at Harmonize.

These are:

Stage 1: SEN Support Stage



2: Statement of SEN / An education, health and care plan (EHCP)

	STAGE	RESPONSE
SEN SUPPORT	STAGE 1	<ul style="list-style-type: none"> ▪ Staff identify or register a child’s special educational needs, and consulting with the SENCO, take initial action. Children receive more individual support, differentiated work and may be placed on a timetable that enables them to behave and learn according to their needs. Subject-based and behavioural monitoring is assessed regularly. ▪ Frequent contact with home, mentoring and increased levels of pastoral support. ▪ Staff and SENCO may be supported by specialists from outside the Provision. ▪ The Provision may consider the need for a statutory assessment and, if appropriate, apply for a multi-disciplinary assessment.
EHCP	STAGE 2	These are for students who need more support than is available through SEN support. These are drawn up by the Local Authority and set out the support that is required

8. Requirements for SEN Support

A Graduated Approach Support System is put in place for all students requiring further support to enable them to make expected progress. There are 4 stages to this:

Assess – This is when we assess the individual needs of each student
Plan – This is when we use the results of assessment to plan intervention strategies
Do – Students together with teachers and Teaching Assistants complete the intervention
Review – All interventions, when completed, are reviewed in order to assess further student needs.

9. The role of the staff involved:

- Gather information about the child and make an initial assessment of the student’s special educational needs, under the guidance of the SENCO.
- Provide special help within the normal curricular framework, exploring ways in which increased differentiation of classroom work might better meet the needs of the individual student
- Analyse the dynamics of the working groups and friend groups, together with any negative interaction between students or staff with Harmonize.
- Monitor and review the student’s progress.

10. Training

All teaching and non-teaching staff are made aware of SEN policy and procedure through inservice training. In-service training is conducted regularly to update staff on policy and procedure. Meetings, formal and informal are held to build consistency of provision for each student.

This policy should be read in conjunction with the following Approach Learning policies and documents:

- Child Protection Policy
- Behaviour Management Policy
- SEN Offer