Hampshire Achieves and Secure & Specialist

Special Educational Needs and Disability (SEND) Policy

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Contents

Special Educational Needs and Disability (SEND)
'The contents of this policy are an integral part of the Hampshire Achieves (HA) Quality Assurance Framework'.

1.0 Introduction

Hampshire Achieves and Secures & Specialist are the ~~single~~ curriculum areas within the Participation Lifelong Learning Service of Hampshire County Councils Children's Services Directorate. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Young Peoples Learning, Special Education Needs and Disabilities (SEND) Employability programmes and Adult Learning programmes at different venues across the county, as well the delivery of a full education and enrichment programme to young people in Secure and Specialist (S&S) settings.

1.1 Related Policies

This policy is developed in the context of other related policies, including:

- Quality Assurance
- Teaching, Learning, Assessment (HA) & Feedback (S&S)
- Curriculum (S&S)
- Attendance and Punctuality
- CPD
- Data Protection Policy
- Equality and Diversity Policy
- Safeguarding & Prevent Policy

2.0 Purpose

The purpose of this policy is to ensure that Hampshire Achieves and Secure & Specialist delivery team and its sub-contracted learning providers do not treat learners with a criminal conviction, any form of ill health (including mental health) or barriers to accessing education due to financial or other domestic circumstances such as a caring role, living independently or in care, unstable accommodation disability and/or a learning difficulty 'less favourably' and that they make 'reasonable adjustments', where able, that learners are not placed at a substantial disadvantage in comparison with a learner who is not disadvantaged, including those with protected characteristics.

This policy sets out the SEND provision, support, and procedures to provide a high-quality, inclusive learning experience for all learners that takes account of their special educational needs. The staff within Hampshire Achieves and Secure & Specialist will work in partnership with all relevant stakeholders to ensure the SEND provision is positive, conducive to academic progress, best reflects the learner needs and reflects best practice.

Hampshire Achieves and Secure & Specialist is committed to continuously improving the quality of teaching and learning available to all learners through effective quality assurance.

Every effort is made to provide an accessible and inclusive learning environment where learners feel encouraged, valued, and welcomed. We respond where able to meet individual needs

We aim to inspire ambition and achievement through learning by delivering:

- A balanced, high quality, enjoyable and well-resourced curriculum that allows for the academic and personal development of our YP and adults
- An individualised approach that meets the academic, vocational, and special educational needs of all our YP and adults
- An enrichment programme that promotes healthy lifestyles, citizenship, and good mental health
- A culture and a way of working that values our teams and supports all staff to fulfil their potential
- A collaborative approach that takes account of all stakeholders needs and requirements
- Education that effectively supports progression and/or re-integration.

Working as one organisation Our values
We collaborate with each other and our partners for the good of our service users. Support each other to recover quickly from setbacks and take responsibility in managing our personal and organisational wellbeing. We work together to ensure we are a healthy and resilient organisation.

Integrity and respect
We value and encourage every individual for their unique strengths and demonstrate our confidence in each other through our language and behaviour. We are fair, honest and reliable in everything we say and do.

Professionalism
We work hard to deliver the best services that we can, and we hold ourselves accountable for our performance. We take pride in what we deliver and enable.

Making a difference
Our work puts people at the forefront of what we do and helps communities across the county to thrive. We care.

Continuous improvement
We are ambitious. We challenge ourselves to innovate, be creative and work to create a sustainable, future proof Hampshire.

3.0 Scope
This Policy applies to all learners within Hampshire Achieves and Secure & Specialist. All staff are aware of the policy which is updated on an annual basis. The successful implementation of the policy depends upon those with SEND responsibility, and with support provided by the Heads of Service, Curriculum and Education Managers and the Programme Manager (Quality, Planning & Success). All staff within Hampshire Achieves and Secure & Specialist including sub-contracted learning providers have a part to play in meeting the Special Educational Needs of all learners and ensuring discrimination does not take place.

This SEND policy provides a framework for creating a positive environment which promotes the development of positive relationships, attitudes and strategies for

learning which ensures academic progress can take place. The policy also outlines strategies for supporting learners as appropriate.

4.0 Legislation and Guidance
This policy complies with the statutory requirement laid out in the **SEND Code of Practice 0-25 (Jan 2015)** and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for school, DFE (Department of Education) (Feb 2013)
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Hampshire County Council SEN Support.

4.1 HIAS SCHOOL IMPROVEMENT SEN Support Guidance for Schools
HCC SEN Support Guidance for Schools:
- This document is designed to help education professionals in schools and colleges identify, plan for and meet the needs of children and young people (CYP) who have special educational needs or disabilities (SEND) and require reasonable adjustments or additionality at the SEND Support stage, in line with the Special Educational Needs and Disability Code of Practice 0-25 years, 2015
- It highlights the vital importance of high-quality teaching and learning in the context of inclusive pedagogy for all CYP, as the basis for meeting the range of needs within a mainstream setting
- Universal, high-quality teaching is the first step in responding to CYP who have or may have SEND. All teachers are teachers of CYP with SEND

5.0 Definitions
A Learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:
- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made for others in education or training.

At Hampshire Achieves and Secure & Specialist we are committed to the early identification of SEND and make use of wide variety of information to identify, monitor and provide intervention for learners requiring SEND provision. A range of data is gathered and interpreted to determine SEND need and to allocate support as necessary, as well as to update relevant systems to ensure that all staff can access this.

At Hampshire Achieves and Secure & Specialist we believe the following to be central to securing learner success and achieving our aims of excellence for all:

- Early identification of need to ensure that these are met.
- Focused and strategic use of intervention (as necessary) to secure progress.
- Involving learners, parents/ carers where appropriate in reviews of their progress and identifying specific needs to ensure learners are fully involved in decisions which affect their education.
- Working with external agencies (where appropriate) to further support learner needs creating effective partnerships to support learners.

By working towards these aims, we believe this shows our commitment to adhere to the key principles of the SEND Code of Practice:
- Considering the views of young people and their families.
- Enabling young people and their parents/carers to participate in decision-making.
- Collaborating with partners in education, health, and social care to provide support.
- Identifying the needs of young people.
- Making high quality provision to meet the needs of young people.
- Focusing on inclusive practices and removing barriers to learning.
- Helping young people to prepare for adulthood (0-25 SEND Code of Practice).

The Hampshire County Council [Pathway for special educational needs support](#) document provides guidance for educators to ensure that the special education provision goes beyond the normal differentiated and personalised teaching and learning approaches, so that it is an individual provision addition to that made for others, working to close gaps.

The four broad categories of SEND strategies are:
1. **Communication and Interaction**: This includes difficulties in speaking, understanding, or communicating, as well as conditions like autism spectrum disorders.
2. **Cognition and Learning**: This covers a range of learning difficulties, from mild to severe, including specific learning difficulties such as dyslexia, dyspraxia, and dyscalculia.
3. **Social, Emotional, and Mental Health**: This encompasses a variety of mental health issues, such as anxiety, depression, and behavioural challenges, including conditions like ADHD.
4. **Sensory and/or Physical Needs**: This includes physical disabilities and sensory impairments, such as visual or hearing impairments

The expectations of all working within HA are:
- All should work collaboratively to ensure everyone is able to work to the best of their ability.
- Everyone must apply the principles of the policy with consistency.
- Everyone should have a voice in the regular review of the policy and suggested strategies.
- Consideration should be made to how outcomes relate to these principles throughout from year 9.

For this to happen, everyone who is a part of the education provision needs to work cooperatively to ensure everyone has their right to a full education. To this end, learners need to be part of the coproduction of the expectations of their reviews. This will ensure all have a shared understanding and expectation of their role in their learning.

Educational Health Care Plans (EHC Plans) are stored on the SEND (HCC) hub, for each academic year these should then be downloaded and shared with all those that require the information to apprise Individual Learning Plans, Group Profiles and Annual Reviews.

6.0   Roles and responsibilities
Role of the Education & Curriculum Managers
- Work with the Programme Manager for Quality & Planning to determine the strategic development of the SEND policy and provision in the setting
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Role model the expectations and be a visible presence in education to support the consistent application of all expectations
- Ensure that all information is shared, and strategies adhered to alongside the Senior Tutor/ coordinator.
- Keep up to date with all national and local trends alongside attending (Programme Manager) Wessex Group Student Support Managers' Network, SE19 Preparing for Adulthood regional network and MHST meetings.

Role of the Senior Tutor / Coordinator with SEND responsibilities
The role of a Senior Tutor/Coordinator with SEND (Special Educational Needs and Disabilities) responsibilities is crucial for ensuring that learners with SEND receive the support they need. Here's a breakdown of the key responsibilities:
1. **Day-to-Day Operations**: Overseeing the implementation of the SEND policy and coordinating specific provisions for learners with SEND, including those with Education, Health and Care (EHC) Plans.
2. **Information Gathering**: Collecting prior information on learners' SEND needs to tailor support effectively.
3. **Individual Learning Plans (ILPs)**: Initiating the development and ensuring the quality of ILPs to meet individual needs.
4. **Professional Guidance**: Providing guidance to colleagues and collaborating with staff, parents/carers, and external agencies to ensure high-quality teaching and appropriate support for learners with SEND.
5. **Graduated Approach**: Advising on the graduated approach to providing SEND support, which involves assessing, planning, doing, and reviewing.
6. **External Liaison**: Acting as the point of contact for external agencies, as directed by the Programme Manager for Quality & Planning.
7. **Transition Planning**: Liaising with potential next providers of education to inform learners and their parents/carers about options and ensure a smooth transition.
8. **Record Keeping**: Ensuring that records of all learners with SEND are up to date, including group profiles, ILPs, and Annual Reviews.

This role requires a combination of administrative skills, in-depth knowledge of SEND, and the ability to work collaboratively with various stakeholders to create an inclusive and supportive learning environment.

Role of the Tutor
- **Establish relevant** and suitable learning challenges, incorporating targets from EHC Plans through ILP completion
- **Monitor Group** Profiles regularly.
- Take **responsibility for the progress**, tracking, and development of all learners in their sessions.
- Deliver **high-quality teaching** tailored to the needs of learners with SEND, ensuring differentiation and bespoke approaches.
- **Implement appropriate interventions**, often in collaboration with the healthcare team, to ensure a cohesive approach.
- **Remove learning barriers** and provide scaffolds to support all learners' success.
- **Collaborate with Learning/Skills Coaches** or specialist staff to plan and assess the impact of support and interventions, linking them to learner delivery.
- **Work with the** Senior Tutor/Coordinator to review each learner's progress and development, making necessary adjustments to provision.
- **Adhere to the SEND** policy and the SEN Code of Practice.
- Ensure a **safe and secure learning** environment.
- Treat all learners with **respect, fairness, and consistency**.
- **Maintain consistency in** approach and application of setting expectations.
- **Keep and maintain** records using the agreed information system.
- **Encourage the development** of a growth mindset and academic resilience.

Role of the Learning & Skills Coach
- **Establish roles** with the tutor to maintain positive learning standards and support strategies as outlined in the EHC Plan.
- Ensure **consistent application** of expectations and interventions.
- **Adhere to the SEND** policy and the SEN Code of Practice.
- **Share learning strategy** patterns with the wider education team.
- **Keep and maintain records** using the agreed information system.
- Provide **support to learners on a 1:1** basis and in small groups, as appropriate.
- Develop **expertise to support specific needs and interventions**.

Role of the Learner
- **Interact positively** and appropriately with all staff.
- **Actively participate in learning** and strive to meet targets outlined in the EHC Plan and ILPs.
- **Complete all assignments** to the best of their ability.
- **Dress suitably** for educational activities.
- **Use resources correctly** and as instructed.
- **Communicate respectfully with peers and staff at all times.**

- **Embrace the educational experience**, discover personal strengths, and make progress.
- **Exhibit a growth mindset** and academic resilience.

Supporting SEND Learners with work placements (WEX)
There are many strategies to support effective workplace learning. These might include the use of buddies, or the introduction of learning workbooks so learners can practice their new skills in another environment.

However, most persons who have implemented strategies to support learning have reaped significant benefits in terms of reducing the time spent in achieving the required level of competence, maintaining good learner morale, and maintaining productivity.

The impact the learning activity will have on learners and the workplace will need to be considered. Identify strategies that will affect the impact of the learning.
Learning Support booklet - SC HA 2024.docx

7.0 Supporting learners' mental health & wellbeing

In line with the 'Green Paper: Transforming Children and Young People's Mental Health Provision' (DFE, Dec 2017) an update added 2022, Transforming children and young people's mental health provision. Transforming children and young people's mental health provision - GOV.UK all HA staff recognise the importance of prioritising and supporting the well-being and mental health of learners. Learner well-being and strong mental health are vital if they are to thrive and achieve, so consequently the tutors will put in place interventions to support and prevent a decline in learner mental health, working on a principle of early intervention.

Learners are encouraged to think, and learn, about mental health and well-being in tutorials and discrete PSHE. These have a particular focus on creating a community where there is no stigma regarding mental health and well-being, and everyone is valued and belongs to the community.

Due to the multi-disciplinary nature of HA the whole team works around the learner to support all aspects of their mental health and wellbeing and experts in these areas are used to inform as to strategies to adopt and best practice.

All staff are made aware, through CPD, of specific difficulties and strategies as to how to support and manage these.

8.0 Trauma Informed and Attachment Aware Approach

A Trauma-Informed and Attachment Aware Approach integrates understanding of trauma and attachment theory into practices, particularly in health, social care, and education settings.

A trauma-informed approach recognises the widespread impact of trauma and understands potential paths for recovery. It involves:
- **Realising** the prevalence of trauma and its impact on learners.

- **Recognising** the signs and symptoms of trauma in clients, families, and staff.
- **Responding** by integrating knowledge about trauma into policies, procedures, and practices.
- **Resisting re-traumatisation** by creating safe environments that avoid triggering past trauma.

Attachment Aware Approach

Attachment theory explains how early relationships shape an individual's sense of safety and ability to form healthy relationships. An attachment-aware approach focuses on:
- **Understanding** how trauma, abuse, neglect, and loss affect attachment and development.
- **Supporting** the rebuilding of trust and safety in relationships.
- **Promoting** mental health and well-being through secure attachments.

These approaches aim to create environments that are safe, supportive, and responsive to the needs of learners who have experienced trauma, fostering healing and resilience.

8.1 The Learning Environment

Hampshire Achieves and Secure & Specialist regulated learning and subcontracted providers need to devise internal procedures which will ensure an effective response when learners' additional support needs are identified. Responses to learners must be both timely and appropriate.

We believe that success for all is only possible when we create a positive learning environment and therefore this must be done through the setting of clear aspirations, strategies, expectations and learning environment ethos

To foster a positive learning environment that boosts learners' self-esteem it is recommended in the behaviour for learning policy that staff should consider the use of the BASIS approach:
- **Belonging**: an overriding sense that the learner is part of a group whose contribution is valued.
- **Aspiration**: Learners set and work towards achievable goals, reflecting on progress as they do so.
- **Safety**: Learners feel safe and secure in the learning space and across the learning environment here is consistency in expectations and standards.
- **Identity**: individuality is recognised and not threatened, and learners know what they themselves are realistically capable of (those who do not are supported in seeing this).
- **Success**: all learners achieve success including learning via mistakes (which are viewed as a valuable learning tool.)

8.3 PACE Approach

The PACE approach developed by Hughes is a principle designed to promote the experience of safety through interactions structured in a specific manner, which promote communication.

Playfulness: This is about creating a fun, light and playful atmosphere when communicating with the learner. It means using a light tone of voice, like you might do when storytelling, rather than an irritated or lecturing tone. It is about having fun and expressing a sense of joy. Relating with a playful attitude keeps the interaction light and upbeat. It can help diffuse a difficult or tense situation. Learners are less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication. Being playful could mean having fun with shared games or a shared activity that involves you both. Having a playful stance is not about being funny all the time or making jokes when a learner is sad. It is about helping the learner be more open to and experience positive connection. While such a response may not be appropriate at the time of risky or distressed behaviours, when applied to low level behaviours, playfulness can help keep it all in perspective.

Acceptance: This is about accepting that whatever the learner (or you) is feeling right now is ok. You are accepting their thoughts, feelings, and perceptions without judgement. You may not agree with their interpretation, but you accept their feelings about it. It is their experience, and this is important. Do not minimise or invalidate it. Show them it is ok to feel the way they do – actively communicate to the learner that you accept their feelings and thoughts underneath the observable behaviour. For example, a learner may tell you "I know you hate me." It is tempting to respond with "that's not true" or "don't say that" but this may leave the child feeling that you really do not understand what it is like for them. Instead, through using PACE we could respond with "I'm sorry you think I hate you, that must feel awful, no wonder you're angry with me" or "I didn't realise that you feel like that, I'm sorry it feels that way to you." Acceptance does not mean you have to accept the behaviour if this is harmful to themselves or to another person. You can limit the behaviour while at the same time understanding and accepting the motives for the behaviour. Convey your acceptance through your tone of voice - try using a 'storytelling' or gentle tone, showing your interest, showing your understanding, and maintaining a non-judgemental stance. Acceptance is most clearly conveyed through non-verbal communication.

Curiosity: This is about approaching learners with an air of curiosity. Seek to understand what it is that drives them. What is important in their life? How can you get to the core of who they are and bring out the best in them? Curiosity means you do not judge them so quickly. You can ask more questions of them, as you are curious to know more about them. Curiosity involves a quiet, accepting tone: "What do you think that was about?" or "I wonder what…?" You say this without anticipating an answer or response from a learner. This is different from asking the learner, "Why did you do that?" with the expectation of a reply. Learners often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. If an adult can stay curious about why their learner is behaving as they are, they are both less likely to feel cross or frustrated. With curiosity we are trying to show we simply wish to understand why. We hope to convey that our intentions are to truly understand and help the learner, not to lecture.

Empathy: Empathy is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a sense of compassion for the learner and their feelings. This is essential in helping a learner feel

understood. When someone really understands you, it can make a significant difference to how you cope. Being empathic is not about reassuring the learner (which tries to make the problem go away) but about being with them in the moment, carrying and containing their big emotions. This lays the foundation for connection. With empathy, when a learner is sad or in distress, we are feeling the sadness and distress with them and letting them know that. We demonstrate that we know how difficult an experience is for them. We are telling them that they will not have to deal with the distress alone. Together we will get through this. The adult will stay with the learner emotionally, providing comfort and support, and will not abandon them when they need the adult the most

8.4 Resilience Framework

The Resilience Framework summarises a set of ideas and practice that promote resilience, achieving positive outcome despite adversities. It outlines the 5 areas that require development for a learner to be resilient and offers a framework of the skills required to overcome tricky situations.

The framework is a useful tool in identifying areas for development and skills requiring further focus for learners to be able to demonstrate resilience

8.5 Emotion Coaching

Emotion coaching is informed by neuroscientific evidence linked to emotions and vagal tone. It is also underpinning by the theories of attachment and empathy. Those who develop good vagal tone are highly responsive, respond quicker and process information faster, concentrate better, have more appropriate and effective responses to stimuli and return faster to their normal resting state.

Emotion coaching is aimed at enabling learner to understand the different emotions they experience and how best to handle them. The 5 steps to the process are:
1. Be aware of the learner's response.
2. Recognise emotional times as opportunities for intimacy and teaching.
3. Listen empathetically and validate feelings.
4. Help the learner to verbally label emotions.
5. Set limits when helping the learner to problem solve.

The steps to successfully carrying out this technique are:
1. Recognise, empathise, and validate the feelings by labelling them. Talk to the learner about the emotions, respect, accept and label them.
2. Set limits on behaviour. Coregulation.
3. Problem solver with the learner. Discuss the situation that elicited the emotions and how to use strategies to cope with these situations.

9.0 Monitoring and evaluation of SEND

At Hampshire Achieves and Secure & Specialist we recognise that effective monitoring and evaluation is essential for interventions to be successful and for learners to progress as expected. Progress of all learners is monitored:
- Via subject assessment data
- Learner reviews

- Through teacher feedback
- Via Individual Learning Plans
- Annual reviews

The cycle of Assess, Plan, Do, Review is used for all aspects of SEND to ensure that all interventions are timely, monitored, have impact, and enable learner success.

10.0 Quality Assurance, Monitoring, Review & Audit

Quality assurance of interventions and the SEND provision is undertaken in the following ways:
- Observations
- Learning walks
- Curriculum audits
- Survey feedback (learners, parents, stakeholders, staff)

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Groups (PMG).

Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed in addition, an annual cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

If you would like this document in an alternative format, then please use contact details below.

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