



MY ONLINE
SCHOOLING

Respect, Empower, Thrive

**Special Educational Needs
and Disabilities (SEND) Policy**

Finalised - August 2021
Interim Review January 2022
Review - August 2022

Special Educational Needs and Disabilities (SEND) Policy

Purpose

My Online Schooling seeks to provide early identification, appropriate and purposeful support and continuous review for all pupils with Special Educational Needs and Disabilities (SEND); this ensures that this cohort of vulnerable pupils is able to reach their full potential as learners and to support successful life outcomes.

This adheres to the UN Convention on the Rights of Persons with Disabilities, 2006, the Equality Act of 2010 and to the policies of inclusion in the SEND Code of Practice, 2014 (updated May 2015).

My Online Schooling recognises the elements of the SEND Code of Practice, 2014 that promote inclusion and identify Special Educational Needs and Disabilities under the following four areas:

- Communicating and interacting
- Cognition and learning
- Social, emotional and mental health challenges
- Sensory and/or physical needs

My Online Schooling SEND Vision Statement:

We empower all children to succeed and thrive.

My Online Schooling SEND Mission Statement:

My Online Schooling is an inclusive environment that enables all to feel valued and happy, to ensure students thrive and succeed. We cherish diversity, advocate respect, and offer a holistic, supportive approach to individualised learning.

Key Values

- Inclusivity
- Empowerment
- Individuality
- Respect

Guiding Principles

- All My Online Schooling children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community
- The resources provided to pupils identified with SEND will be used to facilitate the development of a truly inclusive school
- Support provided to pupils with SEND will be informed by appropriate identification and regular reviews of progress (in consultation with parents and pupils), as part of a graduated response
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with SEND

At My Online Schooling, the importance of 'Quality First Teaching' (QFT) is paramount. There is a shared understanding that high quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEND. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, and motivate learners which ensure good pupil progress.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

SEND Code of Practice, p.99

Aims For pupils with Special Educational Needs and Disabilities

My Online Schooling aims to provide an inclusive education to enable pupils with SEND to:

- Be afforded a sense of belonging in a diverse school community.
- Be provided with a stimulating environment and, where possible, are allowed to grow and learn at their own individual pace.
- Develop an appreciation and respect for others with diverse characteristics through promoting inclusive practices.
- Develop self-respect and affirmation of their strengths.
- Have specific needs identified at the earliest opportunity.
- Be provided with appropriate support where required.
- Enable the development of positive peer relationships.
- Where additional external expertise or support is required, My Online Schooling will aim to signpost and liaise with the family to secure this input.

Special Educational Needs and Disabilities Provision

- All children will have access to Quality First Teaching.
- Where a child is identified as having SEND, the relevant teaching staff will ensure My Online Schooling 'ordinarily available provision' (OAP) is in place and progress has been reviewed.
- Identification of individual learning needs through on-going formative and summative assessment of pupils.
- A continuous process of Assess-Plan-Do-Review (APDR) for all pupils with identified Special Educational Needs and Disabilities, through a graduated approach.
- Where identified as required, pupils will have an SEND-Plan that includes outcomes, strategies and a formal review timeframe (to include parents / carers).
- Keeping a confidential register of all pupils identified with Special Educational Needs and Disabilities, which is regularly updated and where appropriate and required, developing and sharing individual support plans to ensure staff are informed of pupils' needs.
- Providing full access to the curriculum through differentiated planning and delivery by teachers.
- Where appropriate, advising pupils and families that they may be able to receive special arrangements during public examinations and signpost families on how they can organise these access arrangements.
- My Online Schooling will always inform the parents / carers of times when it is perceived that outside intervention or assessment is required to gain further insight and expertise.

External professional assessments and support

Where external agency / professional guidance is sought, My Online Schooling will only signpost professionals with the appropriate standard of qualifications and accreditations; for example, Educational Psychologists with HCPC (Health Care & Professionals Council) registration or equivalent.

When external professional reports are received, these will always be reviewed and where appropriate and when aligned to the My Online Schooling Special Educational Needs and Disabilities approach, recommendations will be implemented accordingly.

Staff development

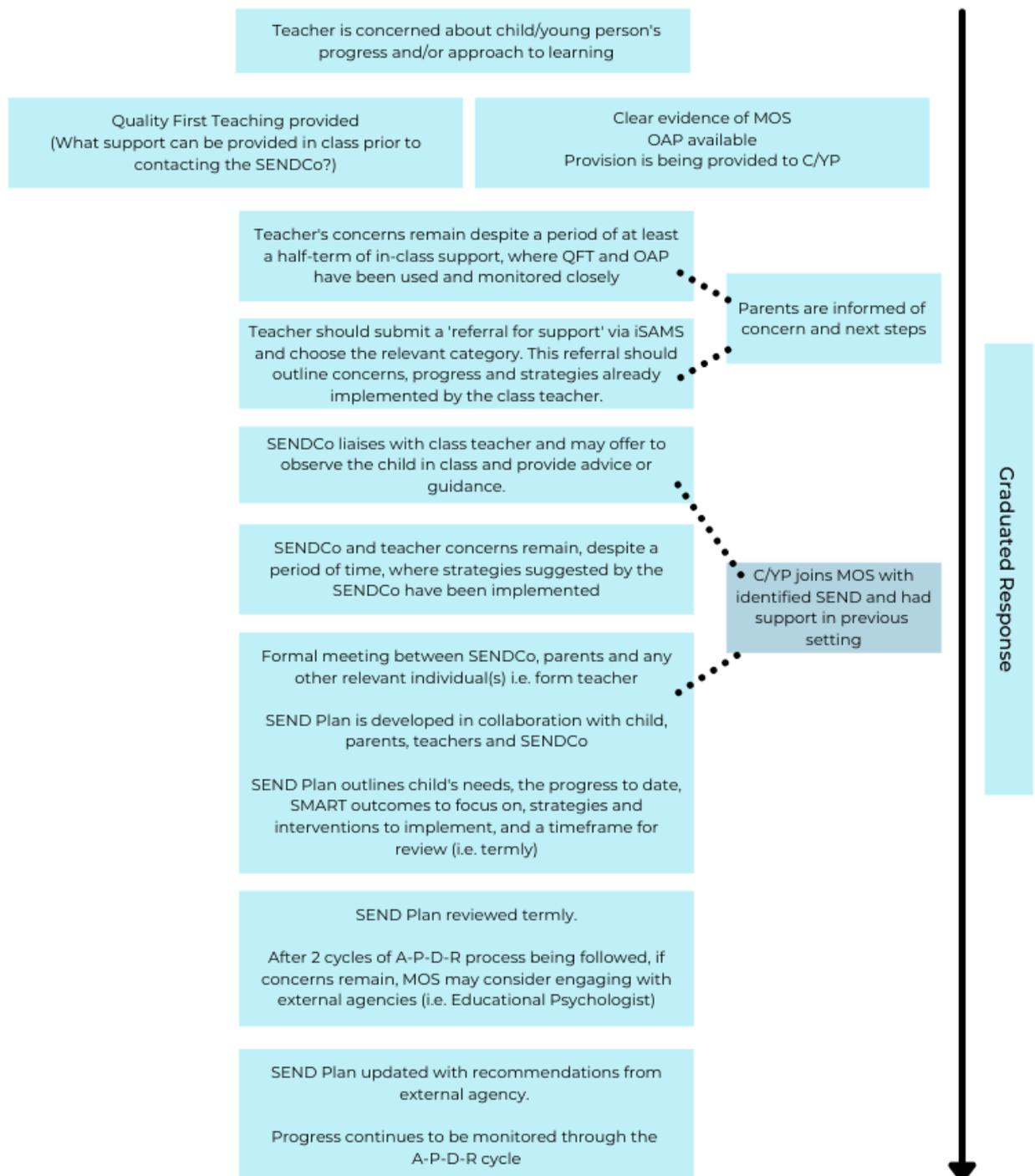
- The school is committed to gain expertise in the area of SEND.
- Annual CPD for all staff on SEND is provided.
- In addition, whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.
- Internal opportunities for SEND workshops and training will be provided by the My Online Schooling SENDCo.
- SEND will be embedded in the induction programme for all newly appointed teachers.

The Role of the Special Educational Needs and Disabilities Coordinator

The Special Educational Needs and Disabilities Coordinator will be responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising fellow teachers and contributing to in-service training of staff.
- Liaising with parents of children with SEND.
- Develop and maintain a resource hub for teachers and families.
- Monitoring and evaluating SEND provision.
- Keeping an up-to-date register of all pupils identified with SEND.
- Supporting the implementation of a tracking system at a whole-school level to monitor the progress of children who have an SEND Plan.
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Where relevant and appropriate, identifying pupils who require additional input /assessment from outside agencies (e.g. Educational Psychologist).
- Liaising with external agencies to arrange assessments of children with SEND.
- Storing confidential information (Psychological Assessment Reports etc.) regarding children with SEND and sharing same with principal, class teachers, support teachers, and other staff where appropriate.

My Online Schooling Special Educational Needs and Disabilities Pathway



**it is acknowledged that there will be exceptional circumstances where the above approach may be deviated from in the interests of the child / young person.*

The Role of the Class Teacher

Effective teaching and learning is essential for all pupils, and especially for those with Special Educational Needs and Disabilities. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued.

Class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are presenting as a potential cause for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with Special Educational Needs and Disabilities. These include:

- Modelling learning concepts and strategies in small steps
- Co-operative teaching and learning
- Collaborative problem-solving activities
- Differentiation
- Provision of appropriate resources for scaffolding
- Interventions to promote social and emotional competence
- Embedding Information and communications technology (ICT) in teaching, learning and assessment

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to their developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, class teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Admission of Children / Young People with SEND

My Online Schooling provides an inclusive education environment that supports a diverse range of individual needs. The My Online Schooling admission process advocates an open and transparent approach where needs are communicated from the outset to ensure the appropriate support is implemented and relevant curriculum decisions can be made.

Parents / carers are requested to inform My Online Schooling of any additional needs through the admissions process (e.g. identify needs and share previous school and / or professional reports).

My Online Schooling requests that parents / carers provide clarity with regards to identifying needs and making a clear distinction between what has been formally diagnosed by relevant professionals compared to what is a perceived level of need.

Our My Online Schooling Special Educational Needs and Disabilities Coordinator will liaise closely with the Admissions department and will contact families where additional information is required.

Omitting key information relating to SEND on admissions will likely have a negative impact on progress and development, and sharing SEND information from the outset will ensure a collaborative and supportive approach.

To access My Online Schooling admissions policy please visit the school website.

Voice of the Child/Young Person

At My Online Schooling we believe that all pupils should be involved in making decisions, where possible, right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter and are valued.

At My Online Schooling, we encourage pupils to participate in their learning by:

- Contributing to reviews and developing targets (formally or informally)
- Reflecting on their own progress, effort and achievement
- Taking opportunities to talk to teaching staff about their learning
- Sharing their views on the SEND plan that is developed

Partnership with Parents / Carers

The school works closely with parents / carers in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. We advocate a strong partnership as we perceive that parents have much to contribute to our support for children with SEND. For any children who have an individual SEND Plan, there are regular review meetings to ensure a coordinated and collaborative approach. My Online Schooling will always inform the parents / carers of times when it is perceived that outside intervention or assessment is required, and we share the process of decision-making by providing clear information relating to the education of children with SEND.

Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the My Online Schooling SENDCo. If it is perceived that the issue is not resolved after this process, then My Online Schooling SLT will liaise with both the SENDCo and parents / carers to explore the next steps. To access My Online Schooling Complaints procedure please visit our school website.

Reviewing My Online Schooling Special Educational Needs and Disabilities Policy

Our SEND Policy is reviewed regularly by all the stakeholders and reflects our practice on the ground and, where appropriate and relevant, complies with the statutory requirement outlined in the SEND Code of Practice 0-25 (2014) and should be read in conjunction with the following policies published on the My Online Schooling website:

- Safeguarding policy
- Admissions policy
- Behaviour Policy

End of Policy