Special Educational Needs and Disability (SEND) Policy

Approved by: Samantha Coxon-Smith – Director
Date Approved: September 2026
Review Date: September 2027

Written in line with the Special Educational Needs and Disability code of practice for children and young people 0- 25 years, January 2015.

Scope of Policy

This policy covers all aspects of SEND provision at NLTE. It aims to provide comprehensive guidance for working with SEND students, their families, local authorities and external agencies.

NLTE are an alternative education provider for students, some of whom are at risk of exclusion from mainstream school. Students are on part time placements in our setting commissioned by their home school, local authority or one of the Leicestershire inclusion partnerships.

We recognise the importance of having a SEND policy as the majority of our students have undiagnosed or unidentified SEND needs and it is important that staff know how to identify and support a range of needs whilst at provision.

We also recognise the need for joint working with the SENDCo in the home school for our students as they are accountable to the SEND Code of Practice; placements with us should be evidenced as part of the Graduated Response to meeting the needs of SEND students.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, p16)

In line with the SEND code of practice NLTE staff will adhere to the following principles.

• NLTE staff will take account of the views and opinions of Children, Young people and their families.

• NLTE staff will enable Children, Young people and their families to participate in decision making.

• NLTE staff will work collaboratively with partners, educational establishments, schools, social services and health and social care to support Children and Young people.

• NLTE staff will receive ongoing training to be able to identify the needs of Children and Young people.

• NLTE will ensure high quality provision and teaching to meet the needs of Children and Young people.

• NLTE will staff will focus on inclusive practices and removing barriers to leaning.

• For advice about administration of medication please see our separate Administration of Medication policy.

The kinds of educational needs for which provision is made at NLTE

Most students at NLTE will have a SEND need of SEMH due to the fact that they are now in alternative provision. Many of these students have been identified as being at risk of permanent exclusion or may have been permanently excluded. Many students at NLTE will also have an additional range of needs which can also act as a barrier to learning and we acknowledge the importance of joint working with the home school SENDCo to ensure that we share information that may help to identify any unmet SEND needs.

NLTE can make provision for every kind of frequently occurring special educational need for pupils without an Education, Health and Care Plan (EHCP) - for instance learning difficulties, specific learning difficulties such as dyslexia and dyspraxia, speech and language needs, autistic spectrum disorders, ADHD and ODD, attachment disorder, trauma related behaviour.

There are other kinds of special educational need which do not occur as frequently and with which NLTE is less familiar, but we can access training and advice so that these kinds of needs can be met.

Although students will have been assessed at their home school, we also use a range of assessments with all students on entry. We work closely with the home school in relation to the students' SEMH needs.

Students with an Educational Health Care Plan (EHCP)

All students with an EHCP will be highlighted on the SEND register. NLTE will support all areas of the EHCP and will provide evidence and reports for annual reviews and at any time requested by the Local Authority, school or provider. NLTE will ensure that all concerns or areas no longer applicable, and or not evident will be reported to the correct governing body to support an annual or emergency annual review.

NLTE will ensure that all staff are fully conversant with student EHCP's.

Where NLTE works with SEND pupils who have an EHC plan, we agree with the commissioning school at the point of referral how we will work to meet the targets on the plan and we will be actively involved in providing feedback for the review of targets with the family, student and school. Where a student with an EHC plan is referred to us via a Partnership, we will work actively with the Partnership to provide the same information so that they can liaise with the school SENDCo.

Arrangements for assessing and reviewing the progress of pupils with special educational needs

Every student at NLTE has their academic progress tracked each half term and in addition to this, pupils may need more assessments in reading, spelling etc; this will depend on length of stay and need. We will use the SEND Concern form (Appendix 1) and our regular feedback meetings with schools or inclusion partnerships to flag up the need for an assessments outside of that which we can administer.

How NLTE adapts the curriculum and learning environment for pupils with special educational needs

We incorporate the advice provided on admission and as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. The learning environment at NLTE is based upon small teaching groups. We use a pupil centred, supported approach to all aspects of our work and are able to adapt aspects of the curriculum or its delivery and the learning environment to individual needs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Provision Lead reviews and updates the curriculum offer.

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Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. Where necessary the support from an Educational Psychologist via the home school would be requested, who is able to use a range of specific cognitive assessment tools. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress.

We will ensure that all staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This will be done via a one page profile which will outline the needs of the student and the suggested strategies in place

How NLTE evaluates the effectiveness of its provision for students

Each review of the SEND support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

• Is significantly slower than that of their peers starting from the same baseline

• Fails to match or better the child's previous rate of progress

• Fails to close the attainment gap between rate of progress

• Widens the attainment gap

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

How NLTE enables student with special educational needs to engage in activities (including physical activities) together with students who do not have special educational needs

All clubs, trips and activities offered to students at NLTE are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, we will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. A risk assessment for the trip and individual student is carried out prior to the trip to further ensure safety.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the provider does not have, we will request that this is provided by the home school or inclusion partnership.

Support that is available for improving the emotional and social development of pupils with special educational needs

At NLTE we understand that an important feature of the provision is to enable all pupils to develop emotional resilience and social skills, both through direct teaching through the PSHE programme, careers' lessons and indirectly with every conversation adult have with students throughout the day.

For some students with the most need for help in this area we also can provide mentor time, some students may also access additional individual or family support through an Early Help Needs referral or through external referral CAHMs. We also offer time-out space for students to use when upset or agitated etc.

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SEND Co-ordinator

NLTE does not have a SENDCO in our staffing structure. However, responsibility for SEND lies with the Managing Director and the Business Manager.

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Both of whom have many years of experience working within SEND.
Functional Skills teachers also contribute to overseeing students with SEND and are responsible for sharing information about students SEND with staff.

Expertise and training of staff in relation to children and young people with special educational needs
Between them, staff at NLTE have a wide range of experience in working with Students with a range of SEND. Staff have access to our online training platform as part of their continued professional development.

Arrangements for consulting parents of children with special educational needs about, and involving them in, their education
At NLTE we believe in the participation of parents/carers in all aspects of their child's education, including that made for their special educational needs. Staff make regular phone calls/send text messages to parents/carers and parents/carers and are encouraged to phone to discuss their child or to arrange meetings outside these times.

Where adequate progress is not seen, we will contact base schools, inclusion partnerships and / or parents to discuss the use of alternative strategies or further internal or external assessments which will help us to address these needs better. Parents will be actively supported to contribute to assessment, planning and review and to keep in contact with the home school SENDCo.

The arrangements for consulting young people with special educational needs about, and involving them in, their education
Person-centred planning is at the heart of all we do at NLTE. Students are encouraged to take a full part in all aspects of their education, including those related to their special educational needs. Students at NLTE are routinely consulted about and involved in any arrangements made for them, for example, informally through discussion with form or subject teachers or the welfare team, through daily and weekly reviews and more formally through attendance at all review meetings. Such consultation may be initiated by students themselves, parent(s)/carer(s) or staff from the provision.

NLTE working with the Local Authority
The Local Authority have a duty of care to work in partnership with education providers. NLTE will commit to working with the Local Authority, Health and Social Care and any other relevant external agencies to support the ongoing needs of the Child or Young person. This will be documented and referenced in all and any communications and reviews. The local authority's local offer is available here
https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability
Parents can also seek advice from SENDIASS
https://www.leicestershire.gov.uk/popularnow/directories/information-and-support-directory/send-information-advice-and-support-service-sendias

NLTE working with the Local Authority to support the Local Offer
NLTE will support combined working with the Local Authority to secure and work towards the Local Offer which may include:
• Securing special educational, health and social care provisions for Children and Young people with SEN and disabilities, this should be fully inclusive.
• Extra-curricular educational provisions and enrichments such as Arts, Sports, Outdoor activities and reading schemes
• Arrangements will be in place to resolve disagreements, provide mediation and register complaints. NLTE will also secure student and Parent/Guardian voice.

• Arrangements will be made for student travel to and from school.
• Support will be provided for all students transitioning through key stages and onto further education or place of work.

Improving outcomes with high aspirations and expectations for Children and Young people with SEND
All Children and Young people should expect to receive an education that enables them to achieve the best possible education and other development outcomes, to become confident and able to communicate their own views and transition into adult hood.

NLTE will ensure that all students have access to a broad and balance curriculum. Sessions will be carefully planned to address potential areas of difficulty and remove barriers to learning. This will ensure that all students with SEN have fair access to a full curriculum of study.

To improve outcomes, NLTE will:
• Differentiate delivery of content, planning, resources, location and group size.
• Provide auxiliary aids where necessary, this may include reading, aids, writing aids, coloured filters, over lays and fidget toys. Disabled students with physical needs will also have their needs met. Deaf, hearing impaired, blind or visually impaired students will have their needs met.
• Students will be provided with enrichment opportunities to support their wellbeing, extended and personal development.
• Students will be provided with an inclusive and diverse curriculum.
• Students will be offered wellbeing and SEMH support.
• Positive behaviour will be modelled by staff and positive behaviour management systems will be in place.
• Staff will provide positive restorative approaches to conflicts and sanctions
• Students will have individualised learning plans that are continuously reviewed, targets will be set, reviewed and updated as necessary and at least each half term.
• Each student will have a student profile also known as a one-page profile. This will be shared with all staff and reviewed on a regular basis.
• Staff will receive SEN information reports for each student, this will include academic levels, adjustments to be made and any other physical or wellbeing need.
• All SEN students from year 8 to 13 will be provided with extended support and guidance for continuing education, transition to post 16, careers and adulthood.
• Other provisions will include, use of a sensory space, social communication support, use of technology to record and complete work, built in rest breaks and timeout, home liaison and support.

Identifying Special Educational Needs
It is important to identify Special Educational Needs as early as possible, making early effective provision, improves the long-term outcomes for the Child or Young person. The level of Special Educational Need is decided and evaluated by using a graduated approach to provision and support.

NLTE should be provided with information from schools, partnerships and parents/guardians, which should include current working at levels, risk assessments, EHCP, top up funding statements, assessment data, diagnostic reports, safeguarding information and files, one page or student profile, best working practices, strategies and interventions and contact details of agencies or other professional bodies involved with the Child or Young person.

NLTE will:

• Assess students current working at levels and skills up on entry and at reasonable points throughout the term. Reasonable adjustments will be made in line with any progress or decline.

• scrutinise any data available, including attainment, behaviour, safeguarding information and attendance to look for patterns of development, progress, decline or any change.

• ensure that all staff are trained to recognise signs of new or emerging difficulties.
• report all and any concerns to management, parents/guardians, providers, schools and any agency necessary.
• make appropriate referrals and assessments to support the Child or Young person, these may include MARF, Strengths and Difficulties questionnaire, Boxall profile.
• ensure that staff are aware of Children and Young person's social, emotional and mental health (SEMH) issues and differentiate for this.
• train staff to manage and support challenging behaviour due to SEN and SEMH need.
• secure provision for Children and Young people who are EAL, LAC, PLAC, PP, FSM or any other disadvantaged group.
• continuously review the provision and support for; Communication and interaction, this may include speech and language development, social communication workshops. Cognition and learning, this includes metacognition training and academic support. SEMH, this may include counselling, wellbeing support, sensory interventions. Sensory and physical needs, this may include fidget toys, lighting, seating and use of a wellbeing space.

Special Educational Needs in provision

NLTE Senior leadership team, staff and instructors are responsible for progress and development of students, high quality teaching and delivery of sessions. All staff are working to support a graduated approach to education for SEND students. This approach along with pastoral, wellbeing and therapeutic interventions will be documented and used to support referrals, annual reviews, emergency annual reviews and recommendations for students to access special education provisions or schools.

NLTE will support the graduated approach by removing all barriers to learning where possible. This approach will follow a cycle of Assess, Plan, Do, Review, assessing decisions and actions from previous reviews and revising and refining the understanding of the student’s needs.

NLTE will ensure those parents, schools and partnerships will be made aware of planned support and will ask for consent where necessary.

NLTE will support students through all phases of transition from key stage to key stage, onto college, apprenticeship, or workplace. This may include careers training, visiting schools and colleges and sharing information to support moving on.

NLTE will support SENA, Schools, Local Authorities, providers and parent/guardians with applications and annual reviews for EHCP’s.

NLTE follow strict GDPR regulations when documenting and data handling all SEND (and other) information.

NLTE will provide authorities with comprehensive SEN reports as required.

NLTE will ensure that SEND provisions and services are overseen by a suitably trained person.

NLTE will use funding available to support SEND students. This will be tracked and evidenced in reports to show progress or otherwise over time.

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NLTE will prepare students for adulthood and transition periods. This will be managed through workshops, personal development, coaching and mentoring and a fully comprehensive PSHE programme. This will be delivered from year 7 onward with a special focus at year 11 and 13.

NLTE will ensure that student voice and Children and Young people rights are taken into consideration when decision making about them and their needs.

NLTE will support post 16 transition either externally to colleges and places of employment or into NLTE's internal post 16 provision. Students will study employability, pathways to employment and life skills as part of this transition.

Children and Young people in specific circumstances

Children and Young people in specific and special circumstances will require additional consideration to support their SEN needs. Specific circumstances may include.

Looked After Children (LAC), around 70% of LAC have SEN and many also have an EHCP. NLTE will appoint each LAC student a key worker who will support their needs.

Children of service personnel. Children of active serving personnel face unique and destabilising challenges. These Children will have extra funding through Pupil premium status.

Resolving disagreements

Under the education (independent school standards) regulations 2010, NLTE will have a complaints procedure that is accessible to parents, schools, and providers.

This policy will be reviewed annually or when any legislation or regulations change.

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APPENDIX 1 – SEND Concern Form to Schools

NLTE will send this form to the base school or inclusion partnership to trigger further action and signposting for assessment as part of our SEND policy.

SEND Concern Form

Date:

Pupil:

Year: School:

Referrer:

Concerns (summary):

Checklists (tick or highlight as appropriate to indicate what has been tried or observed):

Cognition and Learning: eg slow rate of progress, slow processing

Curriculum Content:

o The curriculum is individually differentiated in some areas to meet need
o Teaching plans include how child/young person's needs are being addressed and how progress will be monitored. o Individual learning outcomes in some areas.
o Adequate intellectual challenge and stimulation in all lessons (this is particularly relevant for children/young people with higher cognitive skills and lower literacy skills)

Curriculum Delivery:

o Pre-tutoring of useful vocabulary and key concepts.
o Regular reinforcement of instructions.
o Personalised feedback given on learning – both teacher led or peer-led. o Flexibility within the timetable to allow for interventions to be implemented

o Assisted technology.

Classroom resources:

o Teaching assistants used to complement the teacher's planning and delivery, the teacher remains accountable for the child/young person's learning at all times
o Resources to assist with accessing the content of the lesson such as Reading pens or a reader.
o Resources to assist with recording work such as a scribe, IT, dictaphone, talking tins

Staff Knowledge and Understanding:

o Teachers are regularly involved with intervention planning with the SENDCo and time is put aside for this.
o Teachers are offered relevant training sessions to increase skills and knowledge to support interventions.

Communication and Interaction eg difficulty sharing what is wrong, aggression, frustration, difficulty following verbal instructions, poor social communication with peers, friendship problems

I CAN Checklist:	
What to expect between the ages of 11 and 14	
At this stage children will:	Problem with this?
Build their sentences using a range of conjunctions or joining words, such as 'meanwhile', 'however', 'except' so that they can convey complex ideas	
Know how to use sarcasm. Know when others are being sarcastic to them	
Be able to change topic well in conversations	
Use more subtle and witty humour	
Show some understanding of idioms, such as "put your money where your mouth is!"	
Know that they talk differently to friends than to teachers and be able to adjust this easily	
Understand and use slang terms with friends. They keep up with rapidly changing 'street talk'.	
What to expect between 14-17 years	
As they get older, young people can:	
Follow complicated instructions	
Know when they haven't understood. They will ask to be told again or have something specific explained	
Easily swap between 'classroom' talk and 'break-time' talk	
Tell long and very complicated stories.	
Things to Look Out For	
At this stage, children should have well-developed speech, language and communication skills. At this age, a child might have delayed language if they:	
Have difficulty giving specific answers or explanations	
Have difficulty sequencing their ideas in the right order	
Are better at understanding individual instructions than group instructions	
Find it difficult to understand language where the meaning isn't clearly stated e.g. be able to infer that someone wants to close the window or turn up the heating when they say 'It's a bit chilly in here!'	
Find long and complicated instructions hard to understand	
Have trouble learning new words	
Take a long time to organise what they are going to say or write	
Take things too literally. For example, "I'll be back in a minute"	
Have difficulty taking turns in conversations	
Talk to teachers and friends in the same way	

Social Emotional Mental Health eg self-regulation problems, engagement problems, mood swings Strategies in use (highlight):

o Additional contact and interaction with adults, e.g. meet and greet and regular checking-in times

o Additional verbal and visual prompts o Additional reinforcement and praise for desired behaviour, including any structured reward systems that are developed with the child/young person

o Additional structured activities at unstructured times, e.g. at playtime and lunchtime if this is when there are concerns o Mentoring
o Daily home-school communication and support for the family, if required o Small group social skills work
o Lunchtime clubs
o The use of visual structures to support classroom routines, eg visual timetable and other symbols/photos, choice boards, 'Now/Then' cards
o Activity boxes
o Emotion coaching scripts

The use of strategies to support concentration, such as:

o wobble cushions
o weighted cushions
o egg timers
o low arousal table
o movement breaks

Sensory Needs eg over or under stimulation, sensation seeking in the classroom, sensory processing disorder

 Being sensitive to sensory information (over-responding or hyper-responsive)
 Being slow to notice or being oblivious to sensory information (under-responding or hypo-response)
 Looking for more sensory information (sensory seeking or craving)
 Finding it difficult to plan and organise their movement (dyspraxia)
 Having poor balance and being clumsy (poor postural control)
 Having poor awareness of the qualities of sensory information (discrimination)

Autism pathway diagnostic criteria observed in setting (highlight):

Social interaction and reciprocal communication behaviours

Spoken language

• Spoken language may be unusual in several ways:
o very limited use o monotonous tone
o repetitive speech, frequent use of stereotyped (learnt) phrases, content dominated by excessive information on topics of own interest
o talking 'at' others rather than sharing a two-way conversation
o responses to others can seem rude or inappropriate.

Interacting with others

• Reduced or absent awareness of personal space, or unusually intolerant of people entering their personal space.
• Long-standing difficulties in reciprocal social communication and interaction: few close friends or reciprocal relationships.
• Reduced or absent understanding of friendship; often an unsuccessful desire to have friends (although may find it easier with adults or younger children).
• Social isolation and apparent preference for aloneness.
• Reduced or absent greeting and farewell behaviours.
• Lack of awareness and understanding of socially expected behaviour.
• Problems losing at games, turn-taking and understanding 'changing the rules'.
• May appear unaware or uninterested in what other young people his or her age are interested in.

• Unable to adapt style of communication to social situations, for example, may be overly formal or inappropriately familiar.
• Subtle difficulties in understanding other's intentions; may take things literally and misunderstand sarcasm or metaphor

• Makes comments without awareness of social niceties or hierarchies.
• Unusually negative response to the requests of others (demand avoidant behaviour).

Eye contact, pointing and other gestures

• Poorly integrated gestures, facial expressions, body orientation, eye contact (looking at people's eyes when speaking) assuming adequate vision, and spoken language used in social communication.

Ideas and imagination

• History of a lack of flexible social imaginative play and creativity, although scenes seen on visual media (for example, television) may be re-enacted.

Unusual or restricted interests and/or rigid and repetitive behaviours

• Repetitive 'stereotypical' movements such as hand flapping, body rocking while standing, spinning, finger flicking.
• Preference for highly specific interests or hobbies.
• A strong adherence to rules or fairness that leads to argument.
• Highly repetitive behaviours or rituals that negatively affect the young person's daily activities.
• Excessive emotional distress at what seems trivial to others, for example change in routine.
• Dislike of change, which often leads to anxiety or other forms of distress including aggression.
• Over or under reaction to sensory stimuli, for example textures, sounds, smells.
• Excessive reaction to taste, smell, texture or appearance of food and/or extreme food fads.

Other factors that may support a concern about autism

• Unusual profile of skills and deficits (for example, social or motor coordination skills poorly developed, while particular areas of knowledge, reading or vocabulary skills are advanced for chronological or mental age).
• Social and emotional development more immature than other areas of development, excessive trusting (naivety), lack of common sense, less independent than peers.

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