

## Special Educational Needs and Disability Policy

Date:	Reviewed by:	Ratified by:	Frequency of review:	Date for next review
Spring 2023	JO	JR	Annual	Spring 2024

### Introduction

‘Special educational provision’ means that which is additional to, or otherwise different from, the educational provision made generally for children of the students’ age at this school.

Learning to Listen is an Independent Therapeutic Alternative Provision to which students are referred because they have identified Social Emotional and Mental Health (SEMH) difficulties and both mainstream and/or other specialist settings have not met their needs. Referrals to Learning to Listen are treated on a case by case basis and follow our standard referrals process. Our ethos is to offer every student the same opportunities whilst recognising that each student is an individual with individualised needs.

***‘The provision for a student should match the nature of their needs.’***

**Learning to Listen – works within the Hertfordshire framework of ‘Outcome Bees’ –**

- **Be Healthy** – e.g. Identifying needs early and accurately
- **Be Safe** – e.g. meeting needs in good quality local provision
- **Be Ambitious** – e.g. improving progress and broader achievements
- **Be Resilient** – e.g. Removing barriers to learning and wellbeing
- **Be Independent** – e.g. helping to prepare children and young people for adulthood
- **Be Happy** – e.g. Ensuring the views of children and young people are heard, listened and acted

**Learning to Listen aims to:**

- Provide for early identification of SEND needs.
- Ensure that all students take part as fully as possible in the opportunities within the provision.
- Ensure all students who have attendance issues are supported with their barriers/issues to attending, in order to improve their attendance and therefore their potential for engagement.
- Ensure all students who have additional SEMH difficulties are supported with their barriers to learning/personal issues, in order to improve their engagement.
- Offer support to students to work on an area they would like to improve in order to help boost their self-confidence.
- Ensure any gifted and talented students are offered additional time to improve upon their skills so that they reach their highest potential.
- Involve students in an active learning process.
- Better equip all students for the future.
- Encourage all students to work to their full potential and experience a sense of achievement.
- Provide students with the information necessary for them to contribute to and participate in decision making, with regard to meeting their special needs.
- Ensure students and parents/carers are informed/involved.

## Referrals/ Admissions

### Learning to Listen Placement criteria is based on:

- The student being between the ages of 8 and 18 years
- Having special educational needs and/or learning difficulties with special educational needs i.e. social, emotional and mental health difficulties.

As a therapeutic provision we are often the last possible option, although for some young people we may be their first choice, due to their complex needs and presenting behaviours or severity of the past trauma experienced.

## Inclusion

All students regardless of their individual SEND needs are offered the same opportunities to take part in all activities. If there is an identified health and safety risk that would prevent them from taking part, this is recorded in accordance with the standard risk assessment protocol for all activities and events.

## Parent/Carer Communication

Learning to Listen positively encourages parental/carers input and support at home, whenever possible. A person-centred approach, working in partnership with students and parents, increases positive outcomes.

Learning to Listen produces a termly Student Evaluation Reports highlighting areas of focus, outcomes and evaluation against targets and bridging goals.

Parent/carers are also welcome to make contact with Learning to Listen at any point to speak to the student's key coach.

## Identification of Need

If applicable, Education Health Care Plans (EHCP) will be reviewed during the referral process by Learning to Listen with their school/referring body in order to ensure appropriate provision. Learning to Listen may be invited to attend the annual EHCP review in addition to other professional meetings supporting the complete care of the student.

## Complaints Procedure

Any complaints should be directed to the Managing Director and will follow our formal complaints procedure.

## SEND Local Offer

The HCC local offer for SEND can be found at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

The Central Bedfordshire local Offer for SEND can be found at:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>