

# Special educational needs and disabilities (SEND) policy

Clover Learning Community



<b>Approved by:</b>	Jadie Wardle	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	September 2025	
<b>Next review due by:</b>	September 2026	

## Contents

1. Aims and objectives.....	3
2. Vision and values .....	3
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities .....	4
5. Definitions.....	4
6. Roles and responsibilities .....	5
7. SEN information report .....	<b>Error! Bookmark not defined.</b>
8. Our approach to SEND support.....	8
9. Expertise and training of staff .....	10
10. Links with external professional agencies .....	10
11. Admission and accessibility arrangements .....	11
12. Complaints about SEND provision .....	11
13. Monitoring and evaluation arrangements .....	11
14. Links with other policies and documents .....	11

---

## Aims and objectives

Clover Learning Community is an alternative provision setting providing education for secondary age pupils at risk of exclusion / permanent exclusion from mainstream school. Pupils are on part time placements in our setting commissioned directly by their home school or by one of the Leicestershire Partnerships.

We recognise the importance of having a SEND policy as the majority of our pupils have diagnosed or unidentified SEND needs and it is important that staff know how to identify and support a range of needs in setting.

We also recognise the need for joint working with the SENDCo in the home school for our pupils 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 pupils.

Our special educational needs and disabilities (SEND) policy aims to:

- Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of provision life so they can engage in the activities of Clover Learning Community alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - In liaison with commissioners, communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
  - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
  - Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

Clover Learning Community has the viewpoint that all students referred to them, have SEND due to their SEMH needs and not being able to manage a full time mainstream timetable.

At Clover Learning Community we will provide all pupils with access to a curriculum of maths and English as well as vocational learning bespoke to their own interests. Commissioning schools, at the point of referral, agree with the curriculum we offer their referred students, and work to ensure that their curriculum studied elsewhere ensures a broad and balanced focus.

We are committed to making sure all our pupils have the chance to thrive and have the necessary level of tailored support to meet their full potential in their time at Clover Learning Community.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Clover Learning Community understand that some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. 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 to identify any further learning needs.

## 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' and Aps responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- 

This policy also complies with our funding agreement and articles of association.

## 4. Inclusion and equal opportunities

At Clover Learning Community we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a challenging curriculum of maths, English and bespoke vocational learning. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the provision environment to make sure that pupils with SEND are included in all aspects of Clover Learning Community life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 generally 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 generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SEN coordinator

The SEN coordinator at Clover Learning Community is Jadie Wardle (also Head of Centre)

They will:

- Inform any commissioner that any student placed, if not already identified on referral paperwork, may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head of Centre and SEN governor to determine the strategic development of the SEND policy and provision at Clover Learning Community
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with commissioners and external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head of Centre, directors and provision governors to make sure Clover Learning Community meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure Clover Learning Community keeps its records of all pupils with SEND up to date and accurate, and that any passed documents and records from commissioners are up-to-date and accurate
- With the directors (and Head of Centre), monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into Clover Learning Community's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support Clover Learning Community offers or can access, and co-operate with the commissioner and the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in Clover Learning Community's SEN information report and any updates to this policy
- With the directors and teaching staff, identify any patterns in the Clover Learning Community's identification of SEN, both within the provision and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.3 The SEND link governor

The SEND link governor is: John Thomas

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within Clover Learning Community and update the governing board on this
- Work with the Head of Centre / SEN Coordinator to determine the strategic development of the SEND policy and provision at Clover Learning Community

### 6.4 The Head of Centre

The Head of Centre will:

- Work with the SEN Coordinator and **SEND link governor** to determine the strategic development of the SEND policy and provision within Clover Learning Community
- Work with the SEN Coordinator and school governors to make sure Clover Learning Community meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and ensure that these represent the adjustments and access arrangements that the commissioner has ascertained for their referred pupils
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SEN Coordinator has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Liaise with commissioning schools and advise them when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into Clover Learning Community's plan for continuous professional development
- With the Sen Coordinator and **SEN link Governor**, regularly review and evaluate the breadth and impact of the SEND support Clover Learning Community offers or can access, and co-operate with the commissioning school and LA in reviewing the provision that is available locally and in developing the local offer
- With the SEN Coordinator, SEN link Governor and teaching staff, identify any patterns in Clover Learning Community's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Teachers and Learning Mentors

Each teacher and Learning Mentor is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SEN Coordinator / Head of Centre and commissioner to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with commissioners and parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the commissioner, parent, the pupil and Clover Learning Community
  - Listen to the commissioners and parents' concerns and agree their aspirations for the pupil

## 6.6 Commissioners

It is the responsibility of the commissioning school(s) to follow the guidance given in the SEND Code of Practice (2014). Thus;

Parents or carers should inform the commissioning school if they have any concerns about their child's progress or development. The commissioning school will then communicate these parental concerns to Clover Learning Community.

Commissioning schools, as part of their own SEND policy, facilitate that parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the

pupil's SEND and the support provided. Commissioning schools, as part of the SEND policy and procedures, ensure parents / carers will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The commissioning school will take into account the views of the parent or carer in any decisions made about the pupil. The commissioning school will ensure all necessary information is communicated to Clover Learning Community.

## 6.7 The pupil

The commissioning school will ensure pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. Our approach to SEND support

### 7.1 Identifying pupils with SEND and assessing their needs

It is the responsibility of the commissioning school to assess each pupil's current skills and levels of attainment when they start at the commissioning school. This will build on information from previous settings and Key Stages, where appropriate. Commissioning schools will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the commissioning school may need to make. The commissioning school will inform Clover Learning Community of all assessments and findings made of their pupils with SEND or suspected SEND at the point of referral and make clear the adjustments they need in order to succeed and meet their potential.

Class teachers and Learning Mentors at Clover Learning Community will regularly assess the progress of pupils identified as SEND and report back to the commissioning school in a timely manner.

### 7.2 Consulting and involving pupils and parents

It is the responsibility of the commissioning school to ensure that:

The pupil and their parents are at the heart of all decisions made about special educational provision.

When a commissioning school is aiming to identify whether a pupil needs special education provision, they will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have



- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

The commissioning school will formally notify parents if it is decided that a pupil will receive special educational provision. It is the responsibility of the commissioning school to communicate the outcomes of all pupil and parent consultations to Clover Learning Community.

### 8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN by their commissioning school, (in addition to their SEMH needs) the commissioning school will take action to remove any barriers to learning, and put effective special educational provision in place. If Clover Learning Community is identified as a provision to support the SEN needs of a pupil, this support will be delivered and monitored through successive rounds of a 4-part cycle known as the graduated approach.

#### 1. Assess

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### 2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO from the commissioning school will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil at Clover Learning Community will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system (Teams) and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].

Commissioning schools will make sure parents are fully aware of the planned support and interventions taking place at Clover Learning Community, and may be asked to reinforce or contribute to progress at home.

#### 3. Do

Teachers and learning mentors at Clover Learning Community, under the guidance of the commissioning school, will have responsibility for the progress of students identified as SEND in their time at Clover Learning Community.

They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SEN coordinator / Head of Centre will support the teacher / Learning Mentor in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively at Clover Learning Community.

#### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed by the commissioning school in line with the agreed date.

The commissioning school, in liaison with Clover Learning Community will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The commissioning school, in liaison with Clover Learning Community, will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## 8.4 Levels of support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. Where the pupil's needs cannot be adequately met with in-house expertise at the commissioning school, commissioning school staff will consider involving an external specialist as soon as possible. If the commissioning school identify Clover Learning Community as the external support provider, they will notify Clover Learning Community immediately and pass all needed information on prior to a student starting.

The provision for these pupils is funded through the school's notional SEND budget.

On the commissioning school's census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Supporting the commissioning school in carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SEN coordinator / Head of Centre
- Contributing to the annual reviews for pupils with EHC plans referred by commissioning schools
- Getting feedback from the pupil, their parents and the commissioning school

## 9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of Centre / SEN Coordinator and the [link SEN governor](#) will continuously monitor to identify any staff who have specific training needs and will incorporate this into Clover Learning Community's plan for continuous professional development.

## 10. Links with external professional agencies

Clover Learning Community recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, Clover Learning Community will inform the commissioning school and the commissioning school will work with external support services such as:

- Speech and language therapists;
- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- General practitioners or paediatricians;
- School nurses;
- Child and adolescent mental health services (CAMHS);

- Education welfare officers;
- Social services;

to address pupil needs that cannot be met at Clover Learning Community.

## 11. Admission and accessibility arrangements

### 11.1 Admission and accessibility arrangements

Clover Learning Community acknowledges that students referred by commissioning schools have SEND needs; whether this is SEMH or Communication and interaction needs, physical / sensory needs, or cognition and learning needs.

All students referred to Clover Learning Community by commissioning schools are placed on a 6 week trial in order to ascertain whether their SEND needs can be met within the provision.

## 12. Complaints about SEND provision

Where parents have concerns about Clover Learning Community's SEND provision, they should first raise their concerns informally with the commissioning school. The commissioning school will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally to the commission school.

Where the commissioning school has a complaint about the SEND provision offered by Clover Learning Community, they are invited to follow our complaints policy and procedures.

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND if the commissioning school hasn't highlighted a SEND need on the initial referral form
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included at Clover Learning Community
- Comments and feedback from pupils, their parents and commissioning schools

### 13.2 Monitoring the policy

This policy will be reviewed by the Head of Centre (Jadie Wardle) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

**It will be approved by the full governing board.**

## 14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Behaviour policy
- Equality policy
- Supporting pupils with medical conditions policy

- Attendance policy
- Safeguarding / child protection policy
- Complaints policy