



Special Educational Needs & Disability Policy

Policy Details	
Date Review	March 2025
Date of next review	March 2026

This policy links to:	
• Accessibility Policy and Plan • Admissions Policy • Equalities Policy • Health and Safety Policy	

Our Mission

At Y.O.U.R Beauty School (YBS) we aim to provide the very best education for all students and the highest level of support for our staff to ensure every young person leaves our school with everything they need to reach their full potential.

We promise to do everything we can to give young people the very best education that gives them the best opportunity to succeed in life. At our school we want all our students to be outstanding and achieving, this comes down to our commitment to our students.

Our commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

Introduction

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014. Special Educational Needs (SEN) Definition from SEN Code of Practice p15

- A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;
- A young person of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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

This policy outlines YBS pledge and expectations for the provision of special educational needs and disability in our academies. It is a statutory requirement that our school outlines their personalised Special Education Needs and Disability Procedure in the school's information report (local offer) to accompany this policy.

Specific responsibilities include:

Policy determination	Head of School
Establishment of appropriate staffing	Head of School
Monitoring work on SEND and holding staff to account for the progress of SEND students	Head of School
Day to day management	Head of School
Day to day operation	SEN Lead

YBS Vision

Our vision is to significantly improve the quality of learning and life experiences of students in our school particularly those students who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their need or disability.

1. Aims

1.1 It is the aim of the School to provide every student with the best education possible. We promote a fundamental belief in the equality of opportunity in the classroom and throughout The School (for more information see our Equalities Policy). All students should be fully included into the life and curriculum of our school. Reasonable adjustments will be made so as all students can be fully included.

Objectives

- All of our students have an entitlement to receive quality first teaching so that all students make good progress and realise their full potential;

- Our school will offer a rich and varied curriculum that will be accessible to all abilities and needs;
- YBS will work in partnership with parents, carers and young people in developing those abilities and meeting the needs;
- To identify students with a special educational need or disability as early as possible and ensure their needs are met/supported;
- To make sure all teachers and other adults are able to meet the needs of all students by providing relevant and up-to-date training;
- Reasonable adjustments will be made to support any student with a protected characteristic so as they are able to realise their full potential.

Admissions

3.1 YBS supports the guidance as set out in the admissions arrangements for our school

Roles and responsibilities

4.1 The school expects the Head of School to:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning;
- Determine the use of financial resources, staffing levels and staff deployment (ring fencing notional budget);
- Support the SEN lead in compiling the school information report (local offer) and ensure it is reviewed and updated at least annually and published on the school website;
- Ensure staff development, in-service planning for teachers and teaching assistants;
- Monitor data analysis, in particular against performance management targets and report back to the Head of School;

4.2 The school expects Head of School to:

- Support and challenge provision and impact of provision for SEND students, particularly those students eligible for student premium and on SEND register and report back to the full governing body;
- Have regard for the Code of Practice in all decisions;
- Appoint the person responsible for the special needs (SEN Lead/Support), and ensure the SEN Lead has sufficient time to carry out the strategic role
- Agree the school's offer for students with special educational needs and disability (to be published on the school's website);
- To monitor performance regularly of students with special educational needs or a disability;
- Have in place arrangements for dealing with complaints from parents with SEND students;
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to students with a special educational need or disability.

4.3 The School expects the SEN Lead to:

- Ensure a consistent whole school approach to special needs and disability
- Ensure parents, carers and young people are fully involved in the decision-making process about their young person's education;
- Ensure high quality teaching is differentiated and personalised to meet the needs of the majority of young people;
- Monitor the quality of teaching, impact of interventions and standards of students' achievements;
- Support all staff in the identification, assessment, planning and evaluation process;
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff and Head of School at least termly);
- Review at least annually the academy's information report which outlines the support and provision available in the academy for students identified with special educational needs or disability;
- Present an annual SEN report to Head of School;
- Seek advice and support from other agencies;
- Map out interventions to include their impact on standards and the cost of each intervention;
- Ensuring SEND students participate in a full range of activities, including examinations in school and in addition to the curriculum;
- Attend and participate in School-wide events to ensure consistent approach and up-to-date knowledge.

4.4 The School expects teachers to:

- Take responsibility for the needs of all the students. "A teacher is a teacher of all students";
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs;
- Plan for the needs of all students;
- Meet half termly with leaders to monitor the progress of students with a special educational need or disability and act upon the findings to close the gaps in learning;
- Lead reviews of progress including consulting and planning with parents (liaising with the SEN Lead).

4.5 The School expects parents and carers to:

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the young person's teacher;
- Fulfil their obligations under home-school agreement which sets out expectations of all parties;
- Take heed of a school's information report which outlines the support available in the school.

Identification of SEND

5.1 When considering whether a student has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

SEN support	SEN+ (for data purposes only)	EHCP/ST
GRADUATED RESPONSE		
Identification		
Despite high quality teaching targeted at areas of weakness: The student is failing to make progress similar to that of their peers starting from the same baseline; Progress is lower than made previously;	When a young person continues to make little or no progress despite well-founded support the school should consider involving specialists.	A young person continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the local authority for a statutory assessment (anyone can apply to LA for an

The attainment gap is not closing between the young person and their peers.		assessment). This statutory assessment should follow on from planning already undertaken with parents and young people in conjunction with their setting and specialists.
Assessment and next steps		
Class teacher and SEN Lead should assess whether the young person has a significant learning difficulty. A decision is made to support the young person; the support should be agreed by parent and young person. The views of parents' and young people should be considered. Support is revisited, refined and revised often. There will be frequent reviews, (at least termly). In some cases outside professionals may be involved.	A school should always involve a specialist where a young person continues to make little or no progress over a sustained period. Parents should be involved at every opportunity, particularly when involving specialists.	A request is made to the local authority for an assessment to take place.
Where a student is receiving SEN support, schools should meet with parents at least termly to set clear goals, discuss the activities and support that will achieve them. However, support will be revisited, refined and revised more often. Meetings should be led by a teacher with good knowledge of the young person. This will usually be class teacher or form teacher, supported by the SEN Lead. Parents' views should be explored. Views of young people should be considered. Following the meeting the teacher is responsible for informing all appropriate school staff and updating school records.		

Referral for an Education, Health and Care Plan

- 6.1 The majority of young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary, this is likely where the special educational provision required to meet the young person's needs cannot reasonably be provided from within the resources normally available. However, the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider, school, post 16 institution or other provider.

EHC plans must:

- Be focused on the outcomes the young person seek to achieve across education, health and care;
- Set out how services will work together to meet the young person's needs;
- Be based on a coordinated assessment and planning process which puts the young person and their parents at the centre of decision making.

Allocation of Resources and Evaluation

- 7.1 YBS's Achievement Strategy outlines the processes for assessing, tracking and reviewing student progress.
- 7.2 The Head of School will meet regularly with the SEN Lead to ensure students' needs are being met and that reasonable adjustments are made for students when necessary.
- 7.3 The School will publish their "offer" on the school website which outlines the support and provision available to help SEND students to have full access to the curriculum and school life.
- 7.4 Resources are allocated using the feedback from staff, parents and the student. The impact of the resources, whatever they might be is reviewed often and adjusted, changed as necessary. The cost of these resources is recorded. Academy information reports (local offer) found on academy websites outline in detail the resources available to allow students full access to the curriculum.
- 7.5 A provision map shows historical and current assessment information and a record of any interventions and the impact of these.