



Creative Sports Coaching CIC

Special Educational Needs and Disabilities Policy

Overview

This policy includes the processes identified to respond to participants with Special Educational Needs and Disabilities (SEND).

Legislation and guidance

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools](#)
- [SEND Code of Practice: 0 to 25 years](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Schools SEN Information Report Regulations 2014](#)
- [Part 3 of the Children and Families Act 2014](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [The National Curriculum in England Key Stages 1 and 2](#)
- [Teachers' Standards](#)

Aims

'All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood'.

(SEND Code of Practice, 2014)

We aim to raise the aspirations and expectations for all pupils, including those with SEND. We will do this by:

- Working within the guidance provided in the Code of Practice (2014).
- Identifying any additional needs early in order to provide effective provision for all participants.
- Providing high quality provision that focuses on inclusive practices and removing barriers to learning for all.
- Providing support and advice for all staff working with pupils with SEND.
- Providing support and advice for the parents of pupils with SEND.
- Involving parents of participants with SEND in decisions regarding provision provided by Creative Sports Coaching CIC and other professionals.

Definitions

A pupil has Special Education Needs (SEN) if they have a learning difficulty or disability which calls for 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 the majority of the 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.

The SEND Code of Practice identifies the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. s.

Identifying participants with SEND and assessing their needs

We recognise the importance of early identification and aim to identify pupils' special educational needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry and build on information provided by any previous settings. The purpose of identification is to work out what action the school needs to take. As part of this process, the needs of the 'whole child' are considered, not just the special educational needs of the pupil.

Staff will make regular assessments of progress for all participants and identify those whose progress:

- 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 the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the participant and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Provision mapping

Where progress continues to be less than expected, the SENCo, in conjunction with other senior staff, should assess whether the child would benefit from any interventions.

The SENCo may:

- Meet with coaching staff to discuss the needs of the participant, drawing on the coach's assessments and experience of the participant, their prior progress and attainment and any other relevant information, which may include attendance or behaviour. Participants own views may be taken into account at this point, as may any concerns raised by parents.
- Carry out practical observations or one-to-one assessments, if appropriate, to further understand the pupil's needs.
- Suggest appropriate interventions that can be delivered on a one-to-one or small group basis outside of the sessions.
- Meet with the staff that will be working with the child to discuss the pupil's needs and focus of the intervention.
- Meet with parents, where necessary, to discuss the areas of difficulty and suggested plan for intervention.
- With the consent of parents, seek the advice of outside professionals. This may include making a referral to appropriate services.

The SENCo will regularly review the effectiveness of the interventions. This may involve some observations of the interventions in practice. Where interventions are having a positive impact on progress, they may continue if there is further scope for progression, or be discontinued. Where interventions are resulting in limited or no progress, alternative interventions will be put into place.

A graduated approach to SEN support

We follow a graduated approach to SEN provision which includes three stages of provision. Stage 1 includes outstanding workplace practice and quality first coaching approaches.

Stage 2 provides additional interventions for individuals or groups of learners to provide extra support in their learning. This should be linked to specific targets in a Special Educational Needs Support Plan (SSP) and will be listed as a provision.

Stage 3 may involve seeking provision and support from an external agency for children with special educational needs.

Quality first coaching

Coaches are responsible and accountable for the progress and development of all the participants within their groups. We place a high emphasis on developing high quality first coaching, which includes the importance of marking and feedback, self-assessment by pupils, behaviour for learning and the use of assessment information to inform planning and delivery. We recognise that additional intervention and support cannot compensate for a lack of good quality coaching and ensure that any underperformance in delivery is quickly addressed so the impact on participants is minimised. Regular continuing professional development (CPD) is provided to enhance staff skills and understanding of SEND.

During participant progress meetings, coaches discuss the attainment and progress of every pupil in their class. Where a child is identified as underachieving, the coaches will use their assessments to identify gaps and plan for appropriate provision and intervention to be put in place. This may be in the form of:

- Differentiated work as part of quality first coaching
- Whole class or group coaching
- In-class support
- One-to-one interventions
- Small group interventions
- Use of differentiated teaching resources or specialist equipment

SEN support

Where pupils continue to make less than expected progress and interventions have had limited impact on the pupil's progress, the coaches, after discussion with the SENCo, may consider providing the pupil with SEN support.

We follow the four-part cycle of 'Assess, Plan, Do, Review' to support pupils in need of SEN support.

- **Assess** – the child's needs
- **Plan** – what you need to do, the provision needed and what outcome should be achieved
- **Do** – put the provision in place
- **Review** – what difference is it making towards outcomes

Assess

The coaches will work with the SENCo to carry out a clear analysis of the participant's needs. This will draw on:

- The coaches' assessment and experience of the participant
- Their previous progress and attainment or behaviour
- Other coaches' assessments, where relevant
- The individual's development in comparison to their peers
- The views and experience of parents
- The participants' own views
- Advice from external support services, if relevant
- Standardised assessments, criterion referenced assessments, screening assessments

Plan

Where it is decided to provide a participant with SEN support, the parents of that participant must be formally notified. The coaches and/or SENCo will arrange a meeting with parents to discuss this. During this meeting, the SENCo and/or coaches will agree, in consultation with the parents and the participant, the adjustments, interventions and support to be put in place, as well as the expected impact on the progress, development or behaviour, along with a clear date for review (SEND Code of Practice, 2014).

The SENCo will make sure that all staff who work with the pupil are aware of the child's additional needs and the strategies that are used within class.

Do

The coaches remain responsible for working with the pupil on a regular basis. Where interventions involve one-to-one or small group teaching away from the main group, the SENCo should work closely with the staff delivering these interventions.

Review

The effectiveness of the support and interventions, and their impact on the participants' progress should be reviewed regularly. This will usually be within one month of the original meeting but may be sooner depending on the needs of the participant.

The SENCo, in conjunction with the coaches, will evaluate the effectiveness of SEN support, including any interventions that have been used. Parents will be invited to discuss the impact of the support and any interventions provided, and plan the next steps. For children receiving SEN support, this process will generally be repeated once a term unless the needs of the participant require more frequent reviews.

Managing participants needs on the SEN register

When review meetings are held for participants on SEN support, if expected progress has been made, gaps in learning have closed and participants are achieving in line with their peers, a decision will be made by the coaches and SENCo about whether the participant needs to remain on SEN support. If the decision is made that the participant no longer needs SEN support, coaches and/or SENCo will arrange to meet with parents to discuss this and share progress.

If the SENCo or coaches judge that the participant is making inadequate progress, despite the delivery of high quality targeted interventions, the SENCo may choose to seek parents' consent to make a referral to one of the following:

- ASD Advisory Service
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)

- Early Years SEN Advisory Team (EYSENAT)
- Educational Psychologist
- Hearing Impairment Team
- Jigsaw Behaviour Outreach Support Service
- Mental Health Support Team (MHST)
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- Speech and Language Therapy
- Any other agency as appropriate

Statutory assessment

If, despite the best efforts of all involved, a participant has not made the expected progress, it may be necessary to consider asking the local authority to carry out an Education, Health and Care (EHC) needs assessment.

The local authority must respond within 6 weeks of the request with a decision on whether or not to carry out the assessment. If the local authority decides to carry out an assessment they must gather advice from relevant professionals about the participants' education, health and care needs. This process must be completed within 16 weeks and parents informed as to whether or not they will be issuing a draft Education, Health and Care Plan (EHCP).

Once the draft EHCP is issued, parents will have 15 days to respond and request a school placement. The school in question is then consulted. The EHCP has to be finalised within 20 weeks of the initial request for statutory assessment.

Education, Health and Care Plans

Once an EHCP is finalised the local authority must ensure that the specified special educational provision is secured. We will use all available resources to meet the needs of these individual children to the best of our ability.

The Children and Families' Act (2014) requires local authorities to review an EHCP within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All annual reviews will be chaired by the SENCo and all involved parties will be invited to attend.

Families may choose to request a personal budget to support them in securing the provision identified in the EHCP. If this option is chosen, the SENCo will support the family in accessing the services they require.

Roles and responsibilities

In line with the recommendations in the SEND Code of Practice (2014), the SENCo will oversee the day-to-day operation of this policy in the following ways:

- Maintaining the Creative Sports Coaching CIC SEN register and overseeing the records on all children with SEND.
- Co-ordinating the specific provision made to support individual children with SEND, including those with an EHCP.
- Advising on a graduated approach to providing SEN support.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Supporting coaches in the assessment of children with SEN and advising on effective implementation of support.

- Liaising with the parents of children with SEN, keeping them informed of progress and listening to their views.
- Providing relevant training to staff.
- Implementing a programme of annual reviews for all participants with an EHCP.
- Carrying out referrals to the local authority to request high needs funding and/or EHC needs assessments.
- Overseeing the smooth running of transition arrangements and transfer of information for pupils with SSPs and EHCPs.
- Monitoring provision maps and SSPs and their effectiveness in the sessions.
- Evaluating regularly the impact and effectiveness of additional interventions for participants with SEND.
- Meeting with coaches to review participant progress and revise targets and provision for children with SEND in their sessions.
- Attending local SENCo study sessions and training as appropriate.
- Liaising closely with a range of outside agencies to support children with SEND.
- Ensuring staff receive up-to-date, high quality training on SEND.

Each coach is responsible for:

- The progress and development of every participant in their sessions.
- Working closely with any or specialist staff to plan and assess the impact of support and interventions and how they can be linked to delivery.
- Working with the SENCo to review each participants progress and development and deciding on any changes to provision.
- Ensuring they follow this SEND policy.
- Identifying and discussing initial concerns, and monitoring progress and attainment.
- Providing quality first coaching to all children within a broad and balanced curriculum that is differentiated appropriately to meet individual needs.
- Showing provision for participants with SEND in their planning.
- Ensuring there is adequate opportunity for participants with SEND to work on agreed targets which are 'additional to' or 'different from' those normally provided as part of the differentiated coaching curriculum offer and strategies.
- Ensuring effective deployment of resources to maximise outcomes for children with SEND.
- Requesting support and advice for children with SEND and liaising with specialists from outside agencies.
- Meeting with the SENCo to discuss children with SEND.

Partnership with parents

We aim to work in partnership with parents. We do this by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents opportunities to play an active and valued role in their child's learning.
- Making parents and carers feel welcome by having an 'open door policy'.
- Encouraging parents to inform Creative Sports Coaching CIC of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Valuing and listening to the views, contributions and concerns expressed by parents.
- Focusing on the child's strengths as well as areas of additional need.
- Inviting parents in to see their child's work each term to celebrate their successes and progress.
- Giving parents opportunities to discuss ways in which they and the school can help their child.
- Involving parents in drawing-up targets on SSPs and monitoring progress against these.

- Keeping parents informed and giving support during assessment and any related decision making process.
- Providing all information in an accessible way.

Involvement of participants

We believe all participants have the right to be heard and involved in making decisions and exercising their choice. We endeavour to fully involve all participants by encouraging them to:

- State their views about their learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the caching curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new personal targets.
- Monitor their success at achieving the targets on their SSP, where appropriate.

Supporting participants and families

Creative Sports Coaching CIC will support parents in accessing support for their child from external agencies, and will refer children and families to services as appropriate. This referral may take place through an Early Help Assessment or through direct referrals to services facilitated by the SENCo. The SENCo will also signpost families to relevant agencies who may be able to provide additional support for them.

Where necessary, specialist access arrangements will be put in place to ensure equality of access to assessment and national testing. This will be facilitated by the SENCo.

Supporting participants with medical conditions

We recognise that participants with medical conditions should be properly supported so that they have full access to activities, including trips and physical education. Some pupils with medical conditions may be disabled and where this is the case Creative Sports Coaching CIC will comply with its duties under the Equality Act 2010.

Some participants with medical conditions may also have SEN and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision. In these cases, Creative Sports Coaching CIC follows the guidance set out in the SEND Code of Practice (2014).

Training and resources

We recognise the importance of high quality continuous professional development (CPD) for all staff to ensure the quality of coaching and provision for participants with SEND remains high. We identify training needs through skills audits and performance management, and then respond to these needs at both a whole staff and individual level.

Any member of staff who joins Creative Sports Coaching CIC has a thorough induction, which includes a meeting with the SENCo to explain the systems in place within the company to support children with SEND.

Monitoring and evaluation of SEND

The monitoring and evaluation of SEND provision is an integral part of the 'Assess, Plan, Do, Review' cycle. It is also an essential part of Creative Sports Coaching CIC's monitoring, evaluation and review process.

Throughout the year, the SENCo and other senior leaders will:

- Carry out observations of whole group teaching.
- Carry out observations of small group and one-to-one interventions.
- Gather the views of participants and parents in order to evaluate the overall effectiveness of the SEND provision.

Enabling pupils with SEN to engage in activities available to those who do not have SEN

All of our extra-curricular activities and trips are available to all pupils. Every participant is encouraged to take part in sports day, school holiday provision and enrichment days. No child is ever excluded from taking part in these activities because of their special educational need or disability.

Admissions arrangements

Admission arrangements for participants with SEN are no different to those for other participants. No participant will be refused admission to Creative Sports Coaching CIC's activities on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled participants and we will take all reasonable steps to provide effective access and provision.

Complaints about SEN provision

If a parent is unhappy about how their child's special educational needs have been identified, or how their needs are being addressed, they should speak to the SENCo in the first instance.

If they feel that their concerns have not been addressed, they should make an appointment to speak to the regular coaching staff member. If they are still concerned, they should write to the Company Directors.

Approved by *James Hatch*, Director:

Last reviewed: June 2024

Next review: June 2026