



Special Educational Needs & Disability (*SEND*) Policy

Approved by:

LGB

Date: November 2021

Last reviewed on:

November 2021

Next review due by:

November 2022

Special Educational Needs and Disability Policy

Definition of Special Educational Needs (from the 2014 Code of Practice)

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 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.

For children of secondary age, 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 College aims to

- Identify students promptly.
- Identify needs with support from other professionals).
- Ensure that these pupils have full access to a common, broad, balanced curriculum
- Make provision for students whenever appropriate and practical to ensure their fullest integration into the life and work of the College
- Ensure that the views of the students receive appropriate consideration.
- Liaise with families to ensure that they can participate in students' learning.
- Liaise with outside agencies to identify and make provisions for a students' needs.

Students must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. However, some students for whom English is an additional language may also be identified as SEND if their needs meet the criteria above.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Only if these issues are found can a student be considered to have SEND.

This SEND policy details how the College will do its best to ensure that the necessary provision is made for any student who has special educational needs and that those needs are made known to all who are likely to teach them. The College will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs through the SEND register and provision map. In addition, there are registers for the various learning difficulties e.g. Dyslexia.

In accordance with the 2010 Equality Act, reasonable adjustments will be made so that students with special educational needs and disabilities will join in the activities of the College together with students who do not have special educational needs. In some circumstances when adjustments either cannot be made or are impractical then students with special educational needs will experience alternative activities, with similar learning outcomes.

The College will have regard to the Code of Practice 2014 when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the College that SEND provision is being made for their child. Policies/Special Educational Needs.

The College recognises the emphasis that the 2014 Code of Practice places upon the collaboration between; parents, health care professionals, social care and the college as an educational institution. The College will therefore ensure that parents are consulted before decisions are made about special educational needs provision. The College will also endeavour to ensure that it cooperates and consults with our colleagues in health and social care whenever possible.

The 2014 code of practice also emphasises the need for a Child Centred approach to special educational needs provision. Young people with special educational needs, often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education, will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Roles and Responsibilities

The College recognises that all members of staff have responsibility for students with special educational needs. It is the responsibility of each member of teaching staff to

- Be aware of whole College and department policies and procedures regarding SEND.
- Make themselves aware of students entering the College who may experience learning difficulties.
- Be aware of the SEND of students they teach.
- Provide appropriate teaching, learning experiences and assessments for students they teach who may have learning difficulties, taking note of student profiles and in cooperation with SENCo and Key Workers
- Provide information to facilitate the review of profiles and Educational health Carer Plans
- Register any concerns regarding individual students with House Managers, SENCo or Child Protection Coordinator, as appropriate.

Identification of students with SEND

Students with SEND are identified in the following ways:

Students already identified with SEND at Primary school or other school

Information about students with SEND is transferred from Primary schools or other schools. The SENCO gathers more detailed information by attendance at Year 6 Annual Reviews and by visits to the schools in the summer term. In some cases, these visits will be made with other members of staff where this is deemed appropriate e.g. Head of house.

Students not identified at Primary School

These students will be identified as early as possible after their entry in to the College. This may be for a number of reasons including concerns raised by the teacher, Year 7 screening assessments, referral by an outside agency or parental request.

If a student is known to have special educational needs when they arrive at the College, staff will:

- use information from the primary school or previous school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class
- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning
- ensure opportunities for the student to show what they know, understand and can do through the house system and during day to day lessons
- involve the student in planning and agreeing targets to meet their needs • Involve parents in developing a joint learning approach at home and in College.

All teachers within the College are teachers of SEND and must ensure that learning tasks are well matched to the individual ability of each student. The quality of first teaching is a vital contribution to the successful teaching of students with SEND.

Differentiation is fundamental to SEND students' access to the curriculum. The aim is to provide learning experiences and a curriculum that is so well personalised that the requirement for students with potential needs to access additional intervention is reduced. By implementing best practice teaching and learning for all and recognising and using strategies that promote individual progress, fewer students should need to be recognised as needing any additional provision.

Additional Provision for students with SEND

Some students will not make progress in spite of the differentiated curriculum available to them. We recognise that there are students with Educational Needs who will require a form of provision that is additional to and/or different from that is usually provided as part of the usual differentiated curriculum. Additional interventions could include: Literacy Intervention, Numeracy Intervention, Speech and Language support, Anger Management sessions, Nurture groups, Social Skills groups and Lego Style therapies. These interventions are put in place, dependent upon need. The level of support provided will be in line with the recommendations outlined in their Education Health and Care Plan which is produced by the Cambridgeshire, Statutory Assessment and Resources Team (START).

Links with Outside Agencies

The College will make full use of external support services and agencies to help in the identification, assessment, provision, monitoring and review of pupils with SEND. Liaison will take place with the following services and agencies, as appropriate.

- Educational Psychology Service – assessment and advice.
- Community Paediatrician – assessment and advice.
- Occupational Therapy Service – assessment and advice.
- Physiotherapist – assessment and advice.
- Speech and Language – assessment and advice.
- CAMHS – assessment and advice.
- Hearing Impairment Service – assessment, advice and equipment.

Monitoring and Evaluation

The Governors will evaluate the success of this policy by gathering information on the following:

- Effectiveness of participation by students with SEND in the curriculum and wider life of the College
- Effectiveness of provision in terms of students with SEND.
- Level of independence of pupils with SEND.
- Satisfaction levels of parents.
- Effectiveness of systems for identifying and assessing students.
- The effectiveness of student profiles.
- The effectiveness of record keeping.
- Effective dissemination of information regarding students with SEND.