HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

SPECIAL EDUCATIONAL NEEDS & DISABILITY ("SEND") POLICY

SLT Responsible Person: Mr E McFadden

Date of Policy: November 2020

Date to be reviewed: October 2021

Approved by: Senior Leadership Team – 26 November 2020

Published: Website/Staff Intranet

To be read in conjunction with:

The SEND College Offer
Learning and Teaching Policy
Anti-Bullying Policy
Accessibility Plan
Equality Action Plan
Admissions Policy

Introduction

It is the policy of the College to:

- Recognise that all students have talents, and it is our duty as educators to discover and nurture those talents, and to build self-confidence through the celebration and maximising of achievement.
- Promote the understanding that we are **all** teachers of individual students, some of whom may have special needs, to recognise that **all** students have talents and that it is our duty to help **all** students learn to the best of their ability.
- Support the concept of learning potential and to provide students with appropriate support, in order to maximise their learning, as part of the Equal Opportunities policy of the College.

This policy adopts the **definition of Special Educational Needs (SEND)** as set out in the Code of Practice (DfE/DoH, 2015) stating that a child or 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 educational facilities of a kind generally provided for children of the same age in mainstream colleges.

Special educational provision is education or training provision that *is additional to, or different from,* that made generally for other children of their age by mainstream Colleges.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy complies with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities (SEND) will receive. These changes came into force on 1st September 2014. This policy has been created by Mr E McFadden, in liaison with the Headteacher, Governors, Senior Leaders and staff, with due regard to the input of parents, carers and students with SEND.

1. <u>Aims and Objectives</u>

1.1 The Governing body and teaching staff will do their best to ensure that the necessary provision is made for any student in this College who has SEND. Where the Local Authority has informed the College that a student has SEND, those needs will be made known to all who are likely to teach him or her.

1.2 The staff and Governors of this College are aware of the importance of identifying need, assessing accurately and providing for those students who have SEND.

1.3 The Headteacher, staff and Governors accept their mandatory responsibility to report annually to parents. This policy will be reviewed annually and published on the College website, alongside the annual SEND Information Report.

1.4 College staff will ensure that all students with SEND take a full part in all College activities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of students in the College and the efficient use of resources.

1.5 The College will ensure that all students with SEND have their needs identified, in order to support academic progression and their ongoing well-being in the College.

1.6 The College will identify the needs of students with SEND as early as possible. This will be done effectively by gathering information from parents, carers, education, health and care services and feeder schools, prior to the child's entry into the College. We follow the Assess, Plan, Do, Review approach, as outlined in the Code of Practice (DfE/DoH 2015)

1.7 In order to ensure the effectiveness of this policy, the College will monitor and evaluate the effectiveness of our provision, to ensure that we are providing equality of educational opportunity and value for money.

1.8 This College will promote good links with partner primary schools and other educational establishments to ensure smooth transitions, both from primary to secondary education and from secondary to secondary or further/higher education.

2. Designated Teachers

The 'responsible persons' for SEND and Inclusion are the Headteacher, Mr W Jenkins and Governors. The SENCO (Special Educational Needs and Disability Co-ordinator), Mr E McFadden, is a member of the Senior Leadership Team with responsibility for the strategic development and provision of SEND throughout the College.

3. Admission and Inclusion

The staff of this College are committed to identifying and providing for the needs of all children that they teach. Students are screened during Year 6 transition in order to create a "fine mesh" to catch any learning needs. Students who arrive at other points in the year are screened in an appropriate manner. Inclusion is regarded as crucial to this policy. The College fosters equality of opportunity for all students under the Equality Policy. All students are afforded the same rights, regardless of the level of graduated response (Education Health Care Plan, School Support or none).

4. Support

In meeting the requirements of the new Code of Practice, the College has students supported through Education Heath Care Plans (EHCP). All students who had a Statement have now transferred to EHCPs in line with the model adopted by Cornwall Council.

5. Identification and Assessment

5.1 A child has a learning difficulty or disability if he/she:

- has greater difficulty in learning than the majority of children of his/her age
- and/or a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available

5.2 In addition, we identify special educational needs within the context of the usual differentiated curriculum of the College. Students are identified as having SEND if they are not making progress over time within a curriculum that:

- sets suitable learning challenges
- responds to students' diverse learning needs
- aims to help students overcome potential barriers to learning

5.3 In accordance with the SEN Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health

5.4 It is important to note that the purpose of identification is to work out what action the College needs to take. The purpose is not to fit a student into a category or give them a 'label', rather to help identify need and therefore inform suitable personalised support strategies.

5.5 The College will also take into account needs that are **not** SEND, but that may impact on progress and attainment, for example: Attendance and Punctuality; Health and Welfare; EAL; Disadvantaged; Being a Child in Care (CiC); Service children.

5.6 We recognise behaviour as the communication of an unmet need and therefore it is not identified as a learning need in its own right.

5.7 The College believes in a graduated approach to support (as outlined in the Code of Practice). 'Quality first teaching' is the first and most effective form of support. Where a student is not making the expected progress, support is provided at the classroom level through a cycle of Assess, Plan, Do and Review. This is monitored at a faculty level on a termly basis.

5.8 Where a student needs support which is additional to this, they may be placed on the Record of Need at the ***School Support*** (formerly Action and Action Plus) level.

5.9 Parents will be informed when their child is placed on, or removed from, the Record of Need and this will only be done with their permission.

5.10 All staff working with the student, will be given guidance on how to best support them and this will be documented in a Learning Passport. The student's progress will be rigorously monitored.

5.11 A class teacher with a concern about a child will contact the SEND team's Admin coordinator, who will pass it to the SENCO for review. This will lead to further investigation and a plan for further assessment, support or intervention.

5.12 If a student continues to make less than expected progress, despite the College putting in place a range of support, the College may seek the support of a specialist external agency (e.g. the Educational Psychology Service).

5.13 Where the College has taken relevant and purposeful action to identify, assess and meet needs of a student, but they continue to make less than expected progress, the College, or parent, may consider requesting an Education (EHCP) statutory assessment. If successful, the Local Authority may delegate additional resources to support the College in meeting the student's needs.

5.14 The assessment for an EHCP will combine information from a variety of sources and may include:

- Parents
- Teachers
- Educational Psychologists
- Health professionals
- Social Care

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

5.15 Once awarded, the EHCP will be kept as part of the student's formal record and reviewed annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5.16 The College provision map will detail the entire provision for Inclusion within the College, and document the individual needs profiles of all students receiving support.

6. Provision

This College has members of staff who specialise in SEND provision and support, working alongside highly skilled teachers and support staff. Every student will be regarded as an individual, and resources will be deployed to help them reach their individual targets. Once a child's needs are identified, support will be provided in a range of ways including:

- Quality first teaching adjusted to meet the learners' needs
- Modification of teaching methods/materials
- A regularly reviewed Learning Passport, aimed to improve communication and consistency of support within the assess/plan/do/review framework
- Classroom support by Teacher/Teaching Assistant (TA)
- Specialised intervention, intervention programmes including phonics teaching, dyslexia support, autism support, life skills and social, emotional and behaviour support
- Input from external agencies
- Specialist equipment
- ICT support

7. Liaison

Regular liaison is maintained with the following external agencies:

- Educational Psychology Team
- Social Services
- Sensory Support team
- Autistic Spectrum Team
- Health Service
- Assessment and Education Provision Team, County Hall
- Early Help Hub
- Dreadnought
- Young People Cornwall

8. Facilities

This College has specialist toilets with showers and separate changing facilities, available for use by a range of students with physical disabilities, or other special needs, on both sites. We have access to the swimming pool for the use of students with physical disabilities who need specialist exercise. The new building on North Site is compliant with the latest accessibility guidelines. We adapt the timetable for South Site lessons if accessibility to certain classrooms is identified as an issue.

9. Resources

9.1 The College is allocated a notional budget within the global budget for students who have SEND. This budget is devoted to the funding of staff and resources which operate the SEND support systems, as detailed above. In allocating resources, the governing body are guided by the recommendations of the SENCO, depending on the needs of students.

9.2 The Local Authority makes available some top-up funding to the College, to support the students who are the subject of EHCPs under the terms of the 1996 Education Act. This provides support for specific students. Only students whose needs are deemed to require resourcing that costs more than £6,000 are provided with these top-up funds.

10. Learning and Teaching

10.1 The College fosters a climate of warmth and mutual support built around the Co-operative Values in which self-confidence and self-esteem can grow, and in which everyone feels valued and able to take risks in their learning.

10.2 There is flexible grouping of students so that learning needs are met in individual, small groups or whole class contexts. For example: Read Write Inc intensive phonics groupings; Thrive intervention social support groups and English lessons where the students have EFL.

10.3 The curriculum is scaffolded to meet the needs of a variety of individual students. Teaching styles and groupings reflect this approach.

10.4 Schemes of work reflect whole College approaches to teaching and learning, and take account of Special Educational Needs.

10.5 Students are taught from their start point in learning and the curriculum/lesson adapted accordingly.

10.6 Staff understand that students' emotional needs underpin their ability to learn and consider this in their interactions and teaching.

10.7 Curriculum tasks and activities are broken down into a series of small and achievable steps for students where appropriate to support understanding.

10.8 An intensive Phonics catch up programme is used with students entering Year 7 below expected progress levels, where screening identifies a need.

11. Arrangements for the treatment of complaints

The procedure for managing complaints is for staff or parents/carers to contact the SENCO, in the first instance. If no solution is found, then the procedure is to put the complaint in writing to the Headteacher. Please see the Complaints Policy for further details.

12. Staff Development

In-service training needs, related to special educational needs, will be identified by the SENCO in consultation with the staff, and will be incorporated into the Development plan. A programme of training will be delivered throughout the year.

13. Working with parents and carers

13.1 The College seeks to actively involve parents and carers in their child's education. It is recognised that the support and encouragement of parents/carers, of children and young people with SEND, is often the crucial factor in achieving success. Parental involvement will help with:

- early, accurate identification and assessment of SEND leading to the correct intervention and provision
- On-going social and academic progress of children with SEND
- personal and academic targets that are set and met effectively

13.2 Parents/carers will be invited to attend all review meetings for their child. Furthermore, the College welcomes feedback from parents/carers all year round and parents/carers can make an appointment to speak to the Learning Champions or SENCO throughout the year, for any reason.

13.3 Parents/carers are kept up to date with their child's progress online, through written reports, parents' evenings, termly SEND review meetings and additional meetings, as appropriate.

13.4 In cases where more frequent contact with parents/carers is necessary, this will be arranged based on the individual student's needs. The College may also signpost parents/carers of students with SEND to the relevant support services.

13.5 A SEND information report will be published annually and placed on the College website, outlining more detail of provision and the support available.

14. Evaluating success

This policy will be kept under regular review. In order to make consistent continuous progress in relation to SEND provision, the College encourages feedback from staff, parents, carers and students throughout the year. The College has a rigorous monitoring cycle and SEND is an integral aspect of this. Evidence collected from a range of sources will help inform College development and improvement planning. Sources will include:

- Academic data
- Impact of intervention programmes
- Behavioural data
- Attitude to Learning data
- Stakeholder feedback, including students, staff and parents/carers
- Attendance data
- Lesson observations, learning walks and work scrutiny