



# SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Ely College

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**Ely College**  
**Special Educational Needs and Disability Policy 2016**

**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.

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Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.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 eg Dyslexia and progress profiles for those with EHC plans. Details of SEND provision are outlined to Parents in the "SEND Information Report" which is on the College Website.

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 school 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.

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.

### **Identification of students with SEN**

Students with SEND are identified in the following ways:

- *Students already identified with SEN at Primary school or other schools*

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 by other relevant colleagues. The progress of these students continues to be assessed at secondary level using the procedures described below. Students with SEND who join the College after the initial Year 7 entry point will also be added to our SEND register.

- *Students not identified at Primary School will be identified as part of the overall process of monitoring progress:*
  - Student or parental concern about progress.
  - Teacher concern and referral to SENCO (through the SENCo referral form).
  - Year 7 screening assessments.
  - National curriculum end of Key stage test results.
  - School monitoring including subject evaluations and reports.
  - Caring professionals meetings and information provided by social care.
  - Meetings and information from the Health Services
- Key factors considered when identifying a student as having special educational needs will include:
  - If a student is significantly slower than that of their peers starting from the same baseline.
  - If a student fails to match or better their previous rate of progress.
  - If a student fails to close the attainment gap between them and their peers.
  - If the attainment gap is widening.
  - If a student is failing to develop socially in line with peers.

Following initial concerns, identification of a difficulty will be confirmed by diagnostic or observational assessment conducted either by the SEND team or through the House system or by referral to other educational, psychological, social care or medical specialists.

If a student is known to have special educational needs when they arrive at the College, the head teacher, SENCO, curriculum leaders, senior tutors and form tutor will:

- use information from the primary 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
- involve the student in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in school.

The college uses a SEND support (K) and Major Need system. At the SEND Support level students are supported through effective teaching and differentiation by the subject teacher, as well as school based intervention if this is applicable. At the Major Need level (which is usually Children with EHCP plans) students receive some additional support in addition to good quality first teaching, for example they may receive speech and language therapy. In line with the new code of practice the College is putting the emphasis on the need for good quality first teaching to ensure that all SEND students make good progress.

In accordance with the new code of practice the College will use "The Four, Broad Areas of Need" (taken from the 2014 Code of Practice) to guide staff on how to differentiate for SEND students. Along with this, staff will be provided with individualised strategies for each student which will aid them with their planning and teaching of SEND students taking into account individual needs.

### **Provision for SEND**

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Academy counsellors, the Principal, SENCO and curriculum leaders, all other members of staff have important responsibilities. Ely College believes that all colleagues share responsibility for the progress of all learners, including those with identified SEND.

**All teachers are teachers of SEND** and must ensure that learning tasks are well matched to the individual ability of each student. Such 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 may be put in place for students both on SEND support and at a Major Need Level. These could include: Literacy

Intervention, Numeracy Intervention, Speech and Language support and Anger Management sessions. These interventions are put in place, dependent upon need.

Students at the Major Needs Level are likely to, in addition, receive a certain level of in-class support. The level of support provided will be in line with the recommendations outlined in their Education Health and Care Plan or Statement, which is produced by the Cambridgeshire, Statutory Assessment and Resources Team (START). The College is supporting START with the transfer of Statements to EHCP plans and is conducting Annual Reviews for those students with EHCP plans and statements.

### **Monitoring and reviewing pupil progress**

This is achieved by:

- KS3 screening (through Progress in English and Maths tests i.e PiE and PiM tests , spelling and reading tests)
- Formal assessments for Exam Access Arrangements
- Observational assessment
- Visual stress assessment
- Analysis of performance and progress in different curriculum areas
- Review of progress and attitude to learning in different curriculum areas
- Termly review of student targets by the form tutor
- The Annual Review process for those students who have statements or Education Health and Care Plans.
- Meetings with caring professionals
- Termly meetings for looked after children

All parents of SEND children are invited to meet with the College SENCo at Parents evenings and regular review meetings to review their child's progress.

### **Partnership with agencies beyond the Academy**

Ely College work with a wide range of external partners, professionals and agencies. These include;

The Educational Psychology Service, Hearing Impairment Service, Visual Impairment Service, Occupational Therapy Services, Speech and Language therapists, Specialist teachers from the Locality team, The Child Protection Service, Social Services, The Educational Welfare Service, the Educational Service for Looked After Children (ESLAC), Paediatricians from Brookside and Mental Health Services (CAMHS).

### **Arrangements for partnership with parents of students with SEND**

An important feature of the SEND Code of Practice is the partnership between parents and the College. We strongly endorse key principles within the Code of Practice (section 6) and recognise that parents hold key information and have a critical role to play. We would like parents to be partners and to operate in a culture of co-operation. We would therefore actively encourage parents to contact us whatever their concerns.

### **Arrangements for in-service training for staff in relation to SEND**

All staff have opportunities for Continuing Professional Development (CPD). Individual SEND training needs are identified as part of the identification of CPD linked to performance management. Identified whole staff training for SEND takes place at appropriate points within the school year. Additional Teaching Assistant training also takes place.

### **Evaluating the success of the SEN policy**

The success of the SEND policy can be measured primarily by looking at the progress made by students. Raising achievement for students with SEND relies on students making adequate progress. This is measured by one or more of the following criteria:

- The attainment gap for the student compared to peers has not widened or may have reduced
- Progress matches or is better than previous rates of progress
- Access to an appropriate, individualised curriculum is achieved
- Progress is likely to lead to accreditation and participation in further education
- Student targets are met
- Students and parents feel involved in decisions about their education and are satisfied with progress. This will be measured through use of appropriate surveys, and review meetings with parents.

### **Resources**

Provision for SEND is funded through two main sources. Additional Educational Needs Funding to the school and Statement/EHCP Funding from the LA budget. Both types of funding are used to provide in-class support (mainly TAs) and small group or 1-1 specialist teaching. The intensity of in-class support or specialist teaching relates to student needs.