



King Edward VII Science and Sport College

SPECIAL EDUCATIONAL NEEDS POLICY

The Special Needs Policy takes careful account of the Education Act 1996, the Special Educational Needs and Disability Act 2001, the policy of the Local Education Authority and the SEND Code of Practice 2014, the aims of the College as outlined in college documentation.

All students have skills, talents and abilities and as a college we have a responsibility to develop these to the full.

We believe that:

- All students are entitled to a relevant and challenging education which provides them with qualifications and skills to participate fully in society and to contribute to and benefit from it.
- Students who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- The College should support the young person and their parents, in order to facilitate the development of the young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

With regard to these beliefs, the following document outlines the provision the college endeavours to achieve.

THE MANAGEMENT OF SEND

The SEND Coordinator (SENCo) is Luke Marvell and he has the responsibility for the day-to-day operation of the SEND policy.

The SEND Coordinator will:

- Oversee the running of the provision for SEND students in accordance with the College's SEND policy
- Co-ordinate provision for children with SEND
- Ensure the College's Special Needs Record and all the required documentation is kept up to date
- Monitor the progress of students with SEND
- Liaise with parents of SEND students.
- Ensure annual reviews for statemented students are completed.
- Liaise with designated teachers at regular intervals where CLA have SEND
- Regularly review and monitor SEND provision within the college.
- Liaise with the pastoral team regarding pupils on the SEND Record (secondary schools).
- Liaise with Heads of Faculty, Heads of Department and class teachers to ensure the needs of students with special educational needs are met throughout all the subjects of the curriculum.
- Liaise with other schools, educational psychologists, health and social care professional and independent or voluntary bodies
- In line with the College's professional development programme/policy provide access to in-service training to meet the needs of the College and individual members of staff.
- Produce termly reports to the designated SEND Governor and an annual report for the "Governors' Report to Parents".
- Work with the Principal and the College Governors to ensure that the College meets its responsibilities under the equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaise with the potential next providers of education to ensure a pupil and their parents are informed about the options

ADMISSION ARRANGEMENTS

The college is a non-selective co-educational comprehensive community where students enter at age 14. The college adheres to the admission policy of the LEA and the Schools Admission Code, which came into force in February 2012, which makes clear that all students with a statement of

SEND must be admitted if the school is not over subscribed and Admission Authorities must ensure that the arrangements will not disadvantage unfairly or discriminate against a child, a disability or a special educational need.

SEN SPECIALISMS

The College makes provision for students who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs (including medical conditions)

ACCESS FOR THE DISABLED

The College has access for disabled students through ramped access to the sports hall, the Harley Theatre, the ground floor of the Science block and the ground floor of the Old House. There are 3 disabled parking spaces in front of the old house entrance to the site. Due to the size and age of the site, some areas of the College are not accessible by wheelchair

IDENTIFICATION OF STUDENTS WITH SEND

Identification is carried out with regard to the information outlined in the 2014 Code of Practice: Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. The aim of these is to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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
- Has sensory or physical problems, and continues to make little or not progress despite the provision of specialist equipment.

The gathering of information in respect of identifying the pupil's special educational needs may be via:

1. Liaison with teachers and pastoral and progress leaders
2. Liaison with High Schools.
3. Liaison with parents by parents' meetings and individual contact.
4. Liaison with external agencies where pupils may have been known to their service.

STATUTORY ASSESSMENT/STATEMENT OF SPECIAL EDUCATIONAL NEED

The following guidance can be found on the Leicestershire County Council website to explain how an assessment for EHC (Education Health Care) plan is carried out.

http://www.leics.gov.uk/conducting_an_ehc_needs_assessment.pdf

A brief overview is below

A referral for an ECH can be made by

- Parents/carers
- A young person over the age of 16 but under the age of 25
- An education provider (early years, school or college)
- Anyone else, with the knowledge and, where possible, agreement of the child's parent or the young person

Referrals go directly to the SEN Assessment and Commissioning Service who have a statutory requirement to respond to Referrals within six weeks of receipt with their decision.

A Referral from an education provider should include:

- The completed SEN Support Plan (including a one page profile)
- Any up to date reports (no more than 12 months old)

The SEN Officer makes a decision based on the LA Criteria (available on the SEN Assessment and Commissioning website). If some advice is unclear, the SEND Panel is consulted. If the referral is incomplete more information may be asked for.

As part of the graduated response, a SEND support plan aimed at young people with special educational needs and/or disabilities but without an EHC plan is used. (This is similar to previous School Action Plus status) This is in recognition that many young people with SEND would be in colleges and still require a person centred and holistic approach to meeting needs but do not have the complex difficulties requiring an EHC plan,

PROCESS FOR ASSESSMENT, PLAN, DO AND REVIEW IN COLLEGE ***Stated/EHC plan students***

Assessment of Needs

The SENCo monitors regular reviews by classroom teachers of student's progress and is supplemented and informed by;

1. Information from feeder schools and where possible attending year 9 annual reviews
2. Whole-school screen assessments: NGRT Reading test, Vernon Spelling Test.
3. SEN screen test(s). *DASH, Diagnostic Reading Assessment, TOWRE -2*
4. Diagnostic assessment of individuals highlighted from the above three areas, including, Visual stress test and writing speed
6. Student referred by class/subject teachers as giving cause for concern and therefore meriting further assessment

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment and Supporting Leicestershire Families may be appropriate.

Students are assessed on entry for their reading and spelling ages. Where this falls below average students are assessed for access arrangements following JCQ (Joint Qualifications Council) guidelines.

Planning provision

The SENCo will allocate entitled TA hours to support students where most benefit will be gained. This is frequently in core subjects (English, Maths and Science) but may also entail small nurture groups in some practical subject areas. There is a supervised area where students may go at break time and lunch time.

Students will have a tracking and monitoring form written by the SENCo, with input from assessments, parents, students and class teachers alongside other specialist services, which communicates strategies to teachers and support staff of how to support the student in lessons. Classroom teachers *record* the strategies they use in their subject areas to support the student and set short, medium and long term targets to track the impact of these strategies.

Training is provided to teaching and support staff by specialists (for example visually impaired team or Autism outreach) and SEN teachers and lead practitioners to ensure that staff have skills to meet the requirements of the student.

Do (ensuring progression within lessons)

All teaching and support staff have access to the SEND register and teachers have copies of the tracking and monitoring forms with the nature of the student's difficulty and strategies to ensure they are supported and make good progress within the lesson. Teachers and support staff have been trained in differentiation to ensure their lessons meet the needs of SEND students, through design of activities, seating plans and questioning. Where appropriate the College issues exercise books with appropriate coloured paper, coloured overlays and specialist reading devices used to support students in the classroom. Individual interventions and teaching programmes are designed to meet the needs of a particular student or groups of students. Individualised timetables accommodate specific needs (this may include disapplication from some curriculum areas as agreed through formal requests).

The SENCo carries out observations of SEND students in a range of subjects to monitor the impact in the classroom and to inform targets and CPD.

Review

On a termly basis the SENCO collects information from students' reports, staff comments in the review section of the tracking and monitoring forms and progress assessments. The SENCO then collates the information and discusses with the student and parents.

An annual review will take place at the end of the year where parents, student and all interested parties will be invited and the IEP will be reviewed and updated.

PROCESS FOR ASSESSMENT, PLAN DO AND REVIEW IN COLLEGE

Non statemented/EHC plan students

Assessment of needs

All students are assessed on entry for their reading and spelling ages. Where this falls below average students are assessed for access arrangements following JCQ (Joint Qualifications Council) guidelines.

Students who are on the SEN register but do not have a statement/EHC plan at their previous school, in addition to above, will be reviewed on transfer with their previous schools SENCo. They may undergo additional testing, for example, a visual stress test to assess if any further adaptation to resources would be of benefit.

Students who are referred to the SENCo undergo an assessment to identify the nature of the need and the severity including their perspective on any difficulties experienced. Appropriate information is gathered from staff teaching the student, the tutor and any other teacher who is deemed to have a valuable input.

Discussion may take place with parents to gather appropriate/relevant information on the child as they often have a very valuable contribution to make.

Planning provision

A Individual Education Plan (IEP), if appropriate, will be drafted from the collated information and the SENCo will discuss the student's needs with the student, parents and where appropriate, upon agreement, with outside agencies for example an Educational Psychologist.

Where there is deemed to be no SEN, the student will continue to be monitored by subject teachers, form tutors and Pastoral and Progress Leaders.

Do (ensuring progression within lessons)

Teachers and support staff have been trained in differentiation to ensure that their lessons meet the needs of all students (including those with SEND), through the design of activities, seating plans and questioning. All staff have received training on supporting students with dyslexia, dyscalculia, autism, ADHD, and visual impairment as part of regular professional development.

Individual teaching programmes designed to meet the needs of a particular student or groups of students.

Individualised timetables to accommodate specific needs (this may include disapplication from some curriculum areas as agreed through formal requests) and specialist equipment.

Review

The SENCo collects information from students' reports, staff comments and progress assessments and SPP where appropriate, then collates the information and discusses this with the student and parents.

The College may ask for advice from external agencies in respect of the nature of the SEN and the appropriate resourcing/possible action to be taken as part of graduated approach to supporting students with SEND in lessons.

SEN RECORDS

The College SEND records will collate and record the college's responses at all stages and the information collected at review meetings will be included. An appropriate combination of the following information regarding individual students will be available in college for scrutiny at any time:

- Special Needs Register.
- Description and nature of student's difficulty.
- Strategies to be adopted.
- Student Progression Plan
- Student Progression Plans evaluation.
- SEND support plan
- Copies of tests to support success arrangements
- Reports from outside agencies.

MONITORING OF PROGRESS

The following information is available within the college in respect of the effectiveness of the support available for pupils with identified special educational needs. It is gleaned from monitoring and evaluation via observations of:

- Whole class/group teaching.
- Use of differentiated teaching/resources/specialist equipment.
- Practical use of IEPs.
- Target setting and evaluation of IEP
- Assessment of groups against national data

PARENT PARTNERSHIP

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the College. The process for contact with parents in respect of pupils who have special educational needs will be:

1. SENCo to meet with parents to discuss the pupil's EHC plan
2. Part of the cycle of reviews to take place at scheduled parents' evenings, Parents need to make appointments with the SENCo in addition to tutor and subject appointments. Year 10 in October, March

and June. Year 11 in October, February and June if needed. There will also be slots for parents who have not pre-booked appointments and would like to talk to the SENCo.

3. SENCo to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. SENCo to meet with parents where a request for formal assessment is to be made.
5. In addition to parents' evenings, those parents who have a child with an EHC plan will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a mutually agreed time. They have the right at any time to access the records relating to their own child and any school documentation they may feel is appropriate.

The College will seek to engage the services of a translator where requested by parents or deemed necessary by the SENCo to ensure partnership in developing strategies to help an individual student.

EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICES

King Edward VII College works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the college are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to/involved with the College:

- Child psychology
- School/pupil support
- Curriculum support
- Sensory and physical impairment
- Emotional and behaviour support (behaviour partnership)
- Home-school tuition
- Education welfare service (attendance support included)
- Social services
- Health services
- Child and Adolescent Mental Health Services (CAMHS)
- Prospects Service

- Parents' Partnership

LINKS WITH OTHER SCHOOLS

Our partner High Schools are a supportive and welcome contact. Liaison takes place via the SENCo. An induction programme for Year 9 pupils coming to King Edward VII Science and Sport College operates in order to establish a welcoming environment.

Liaison with schools in our phase takes place via the SENCo. They meet for half a day every half term to ensure that effective communication and discussion of student transition takes place. There is extensive two-way information sharing to ensure adequate information is available regarding any individual pupil and their particular needs.

Links with Forest Way Special School are established as part of the college's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences.
- Exchange visits as part of the everyday curriculum programme.
- Shared staff expertise.
- Shared resources.
- Training for TA's and Teachers

THE ROLE OF THE GOVERNORS

The governor with responsibility for SEND will provide termly reports to the whole Governing Board based on observations and evidence gained from a pre-planned rolling programme of visits.

The whole Governing Board has a responsibility to produce an annual report which will comment on the school's effectiveness in the implementation of the SEND policy in respect of:

- i) Identification of needs
- ii) Notification to parents of a child who is deemed to have special educational needs
- iii) Assessment of need
- iv) Provision for meeting special education needs
- v) Provision of an inclusive environment for all
- vi) Methods of monitoring, recording and reporting
- vii) SEN funding and spending
- viii) Deployment of equipment, personnel and resources
- ix) The use made by school of the outside agencies and support services
- x) SEN as an integral part of the school development plan.

Policy last reviewed on 31/10/2017 by Luke Marvell (SENCO and Inclusion Coordinator)