

POLICY STATEMENT

Policy	SEND
ISI Standard No:	3A&B1, 3A&B4, 3C3, 3C6, 32,34
College Department	Teaching, Learning, assessment and tracking

Date Written	20 th April 2017 (reviewed 21 st April 2018)
Written by	A Cabezas Hayes
Approved by	G Sutton
Date of Approval	24th April 2018
Next major review date	24th April 2019
Location and disseminations	A copy of the policy can be found, in the college admin office and on the college website.
The context of the policy and its relationship to other policies	This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, college visits, child protection and safeguarding.

SEND at St George's

This policy is linked to our whole college teaching, learning and assessment policies/Department and is aimed at supporting inclusion for all scholars, thus at St George's we view SEN as PEN, Personal Educational Needs. The responsibility for the management of this policy is that of the Director of studies for approval. The policy will be reviewed annually. The operation of the policy is the responsibility of the SenCo, however, the Director of Studies and the SenCo will work closely together to ensure the effective working of this policy.

Quality First Teaching in the Subject Classroom means that teaching is differentiated to meet the needs of most of the scholars, however, some will need 'additional to and different from' that which is provided for the majority, this is 'special educational needs provision' and at St George's we use our 'best endeavours' to provide that for those that require it, by the use of additional differentiation/resources in the Subject Classroom, and by offering ACCESS Times by Subject Teachers and by group and/or 1:1 PEN (Personal Educational Needs) Lessons, which also incorporate Study Skills and identify and begin to address 'gaps in learning'.

Staff have access to training during INSETs and by access to Optimus Education Online, but

should they require additional training opportunities they are able to discuss this at their CPD Meetings, or ask advice of the SenCo. **Similarly, should there be a need for external trainers, e.g. for Speech and Language, then they would be brought in, and Subject Staff, as part of *CPD.**

In effect, all teachers are responsible for Special Educational Needs, (this is not a new aspect, but is now stated in the Code of Practice.) Thus every teacher is responsible and accountable for the progress and development of scholars in their classes. As such, knowledge should be shared within Departments and across Departments. Information is also available on 3SYS and from the St George's Nurses through the Principal.

Similarly, SEN involves liaising with the Local Authority – (Safeguarding Lead), Parents/Carers, Scholars themselves, Children's Services – (Safeguarding Lead), Educational Psychologists and other Agencies, such as CAMHS – (college Counsellor), as required/necessary.

College Admissions – Please refer to the information contained in our college Prospectus.

The Admission Arrangements for all scholars are in accordance with National Legislation, including the Equality Act 2010. This includes scholars with any level of SEN, those with Education, Health and Care Plans and those without, providing we can accommodate them with the support and facilities they require.

***Parents are encouraged to provide a copy of any Educational Psychology Reports, Medical Reports, or Education and Health Care Plans in order to help us support their child and to ensure we have a record of 'diagnosis'. Please refer to the information contained in our college Prospectus.**

The Children and Families Act 2014 means that colleges make arrangements to support scholars with medical conditions through individual healthcare plans showing the type and level of support required to meet the scholar's medical needs and showing that they have full access to education and trips. Some may be disabled and the college will comply with its duties under the Equality Act 2010.

Reasonable adjustments are made for SEND scholars within the behaviour policy.

Where appropriate upon transition, scholars with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. **An individual plan of action to aid transition will be offered.**

Safeguarding.

Please refer to the St George's Safeguarding Policy for details setting out designated members of staff – Safeguarding, LAC, Medical Needs, etc.

Accessibility.

***The college is compliant with the Equality Act 2010 and Accessibility Legislation, although the site is not designed for full wheelchair accessibility, key areas are accessible.**

Complaints.

Please refer to the general Complaints Policies.

If a Parent/Carer has any concerns, or complaints regarding the care, or welfare of their child, an appointment can be made by them to speak to the SenCo, Head of Department, or Headmaster, who will be able to offer advice on formal procedures for complaint if necessary.

Aims.

This SEND policy aims to ensure a consistent approach across St George's college. It pays reference to the '0-25 SEND Code of Practice 2014' with regard to the provision of Special Educational Needs.

- SEN scholars have access to high quality differentiated Subject Class Teaching, differentiated PREP, additional support/time in the form of ACCESS Time, PEN Lessons, (group and/or 1:1), and different/additional resources, and an Educational Psychologist Report if required/agreed to by Parents/Carers.
- SEN scholars are encouraged to express their views and opinions, i.e. to discuss their self-evaluations and give their views of their progress/'obstacles' to learning.
- Teaching Staff write Weekly Reports to Parents/Carers and the SenCo also adds detailed written comments on the Weekly Reports of PEN scholars.
- There are also Half-Termly and End of Year Assessments/Exams and Mocks, when progress grades are reported to Parents, and monitored by the Principal and SenCo.
- St George's has a college Counsellor who also liaises with the Buckswood Nurses and referrals to CAMHS are made as necessary.
- EAL scholars are assessed by the Principal 'on entry' and should it be felt that there may be an SEN rather than an EAL difficulty, the Principal will liaise with the Head of Teaching and Learning.
- Staff are encouraged to share their expertise within Departments and across Departments, for the benefit of promoting good practice across the college.
- Similarly, Staff are encouraged to share their knowledge of resources and how to adapt them for SEN, e.g. MYMATHSOnline – to be used in combination with 'pencil and paper methods' with a focus on consolidation of learning, more practise of a particular Topic/Method/Skill, to promote independence and confidence, for differentiated PREP, etc., or to use the National Curriculum/Subject Specific Spelling Lists for Spelling Tests/Support, or to use '1 or 2 years below Text Books' to enable understanding of the Topic, or to use the Interactive WhiteBoards' Resources to suit the needs of SEN.
- The policy to have regard to the Code of Practice 2014 and of the Local Offer of East Sussex County Council.

SEND Definition and Categories.

SEND is a learning difficulty and/or disability which needs 'additional to or different from' provision to be made for the scholar above that normally made within a differentiated curriculum.

This means scholars who have a significantly greater difficulty in learning compared to those scholars of the same age, and those scholars that have a disability that prevents them from using the regular facilities provided for those of the same age in mainstream colleges or mainstream post-16 institutions.

SEN scholars may need 'short-term, or long-term' support that is 'additional to, or different from' the Subject Classrooms' differentiated curriculum, and they may indeed need this support at various intervals throughout their education and in all, or specific Subjects/Topics. Under the 'SEND Code of Practice 2014' there are now 4 Categories of Need as follows:-

Cognition and Learning.

Affecting the development/understanding of Literacy and/or Numeracy Skills and concepts. Working at a slower pace than others. This may be as a result of other SEN.

Also in this category - scholars with SpLD, that is dyslexia - difficulties in reading and spelling, dyscalculia (Maths), dyspraxia (co-ordination difficulties), and dysgraphia (writing).

Social, Emotional and Mental Health Difficulties.

This covers a wide range of social and emotional difficulties: - scholars showing signs of withdrawal/change of behaviour, reflecting possible/potential mental health difficulties, e.g. self-harming, depression and anxiety, etc.

Also in this category – scholars with ADD, ADHD.

Communication and Interaction Needs.

SLCN – Speech, Language and Communication Needs – this affects the understanding of speech, particularly instructions and the social rules of communication, and communicating (their own difficulties) effectively.

Also in this category – scholars with Autism/Asperger's Syndrome re social interaction.

Sensory and/or Physical Needs.

This category includes Visual and/or Hearing Impairment which may require specialist support/resources, and Physical Disability.

Supporting SEN.

The PRINCIPAL monitors and tracks the progress made by all scholars, and Subject Staff differentiate for all scholars as required. Those scholars whose attainment is substantially less than their peers, despite differentiation, are given additional support from the Subject Teachers, offered ACCESS Time attendance and/or 1:1 Lessons, and/or support from a member of staff, in order to promote progress in line with their peers, or improve the individual's' previous rate of progress, or begin to close the 'peer, or personal gap'. Should no progress be made, an Educational Psychologist Assessment and Report may be suggested/required, or support/advice from other agencies, e.g CAMHS.

SEN is identified by reviewing these factors:-

- The scholar has made little, or no progress, despite differentiation with a focus on the scholar's specific area of need.
- The scholar continues to show difficulty with Literacy and Maths and the skills and concepts required for progress, despite appropriate differentiation.
- The scholar's progress is affected by social, emotional and behavioural aspects, despite appropriate strategies being put in place.
- The scholar continues to show difficulty despite the provision of additional/different resources being provided.
- The scholar continues to make little progress and behaviour affects their and their peers' progress due to disruptions, including 'low-level disruption', despite the use of strategies.

Once a scholar has been identified, as above, SEND support will be given through the 'Assess, Plan, Do, Review' graduated approach. This will be incorporated in the regular Planning and Assessment Cycle of the Whole college.

During the Assessment Cycle, the Subject Teacher, with their knowledge and experience of the scholar, should analyse the scholar's Subject Needs, this information, alongside their Teacher Assessment and Attainment Scores, should be recorded and compared to their peers. Support can then be matched to need and the outcome noted, that is, how the scholar has responded to the support strategies.

During the Planning Cycle, areas of need will be identified, noting the support, resources and teaching strategies given.

During the 'Do' Cycle, the Subject Teacher continues to be responsible for working with the scholar and the SenCo will give support and advice.

During the Review Cycle, the scholar's progress will be noted from feedback and Assessment Results and the Plan will be revised accordingly. At this point, should the scholar continue to make little, or no progress, an Educational Psychologist Assessment and Report would be suggested, or the advice and support of other Agencies suggested, e.g. a Speech and Language Therapist.

Alternatively, should the scholar have made progress to the point whereby they no longer need 'additional to and different from' support, they will be removed from the SEND Register, but continue to be monitored.

Weekly Reports can also be accessed and the PEN Weekly Reports have additional comments as to the strategies, attitude to learning, resources and progress of scholars.

Parents/Carers can also request to meet with the SenCo and can seek advice from Independent/Charity Advice Lines, e.g. The Dyslexia Society and the East Sussex County Council Local Offer Website.

Additional Costs.

PEN 1:1 Lessons incur an additional cost to college fees, as do some of the other available options, such as an Educational Psychology Report, teachers with additional specialist qualifications, etc., – extra charges from a service provider must be arranged directly with them.

Exam Access Arrangements.

These follow JQC Guidelines, which are updated yearly. However, at present, rest breaks, word processors, enlargements and coloured paper, can be used at the discretion of the SenCo, but on the understanding that it is the scholar's 'normal way of working'. After a diagnosis/recommendation from an Educational Psychologist, an Application for extra time, a scribe, or reader, can be processed online, but may, or may not, be successful.

Guidance Documents and Websites.

- The Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice 2014
- Safeguarding
- SEN Regulations 2014
- National Curriculum 2013
- Teachers Standards 2012
- Support Pupils with Medical Conditions 2014

- www.education.gov.uk/colleges/pupilsupport/sen
- www.eastsussex.gov.uk/localoffer
- informationforfamilies@eastsussex.gov.uk