
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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|------------------------|----------------------------------|
| Person(s) Responsible: | Mrs J Hawkemore |
| Governors' Committee: | Curriculum Development Committee |
| Last Review Date: | Spring 2017 |
| Next Review Date: | Spring 2018 |
| Status: | Statutory |

Vision

Collingwood College respects the unique contribution that every individual can make to the community and seeks to place this contribution within a clear structure, which embraces high academic aspirations and accepts individual differences in ability, aptitude and level of skills.

Collingwood College uses the definition for Special Educational Needs and Disability (SEND) from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that generally provided for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have Special Educational Needs (SEN) may have a disability. The Code of Practice states that special educational provision should be made when a student **“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 in mainstream school or mainstream post-16 institutions”**. This should be read in conjunction with the Equality Act (2010), which states that a disability is **“.....a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”**.

Objectives

- To ensure a clear process for identifying students with SEND and ensure their needs are met through a broad and balanced curriculum.
- To ensure clear processes of assessment, planning, provision, and review for students with SEND.
- To ensure that students with SEND have opportunities to join in with all College activities.
- To ensure that students with SEND make the best possible progress.
- To ensure that students with SEND and their parents/carers are consulted and that they are fully involved in decision making.
- To promote effective partnerships and involve outside agencies when appropriate.
- To deliver a programme of training and support for all staff working with SEND students, which develops our practice within the guidance set out in the SEND Code of Practice (2015).

Protocol

Collingwood College will ensure that students with SEND engage in all the regular activities of the College, so far as is reasonably practicable and is compatible with:

- the student receiving the special educational provision which her/his difficulty calls for
- the provision of effective education for the students with whom he or she will be educated
- the efficient use of available resources.

In meeting these responsibilities the College will have regard to the SEND Code of Practice (2015).

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCo) has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual students with SEN.

The Co-Principals will keep the Governing Body informed and work closely with the SENCo and will ensure that the SENCo has the time and resources needed to carry out the role within the constraints of the College budget.

Teaching and support staff must be fully aware of the College's SEND policy and of the procedures for identifying, assessing and making provision for students with SEND. Subject teachers are responsible and accountable for the progress and development of the students in their care, including where students access support from Learning Support Assistants or specialist staff.

Identification

The College will identify students with SEN in line with the SEND Code of Practice (2015). The following are examples of the main strategies used:

- a) Subject teacher referrals
- b) Analysis of student performance data
- c) Analysis of College reporting data
- d) Analysis of data gathered from transition, e.g. MidYIS testing, Key Stage 2 SATs results.
- e) Liaison with previous school
- f) Standardised tests
- g) Expressions of concern from parents/carers, students, other professionals

The SENCo will maintain a register (the Special Educational Needs Register) which details all students who are identified as having special educational needs, additional needs (barriers to learning which fall outside of the criteria of the SEN register, for example Young Carers, students who have English as an Additional Language, students eligible for Access Arrangements, or anything else diagnosed by a qualified professional that affects access to learning but not significantly so), a disability or a significant medical problem. A copy of the SEN Register will be accessible to all staff on the Staff Portal. Details of the needs of each student named on the SEN Register will be recorded on SIMs. Appropriate strategies for supporting SEND students in the classroom will be maintained on the Staff Portal.

Criteria for entry to the SEN Register are included in Appendix A.

Strategies used for assessment will include:

- a) Student interviews
- b) Information provided by parents/carers
- c) Analysis of students' work
- d) Standardised and diagnostic tests
- e) Student pursuits and lesson observations
- f) Use of outside agencies e.g. educational psychologists, occupational therapists, physiotherapists, speech and language therapists

Criteria for SEN Support:

- a) Makes little or no progress even when teaching approaches are targeted particularly in the student's identified area of weakness.
- b) Has made significantly less progress than peers with similar profiles (both in the College and national contexts).
- c) Presents persistent social, emotional or mental health difficulties that are not ameliorated by the techniques usually employed by teaching and pastoral staff.
- d) Has a sensory or physical difficulty, and continues to make little or no progress despite the provision of specialist equipment and appropriate in class differentiation.
- e) Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Monitoring

The attainment of SEND students will be monitored termly by the SENCo and the Deputy SENCo. Those students found to be underachieving will be identified and the student, their parents/carers, Year Manager and subject teachers will be informed.

Students at SEN Additional who are significantly below their target grades in Core subjects will be offered a SEND arrangements plan and / or a Pupil Passport which suggested strategies to support the student. SEND arrangements will be reviewed bi-annually by the SENCo and / or deputy SENCo. Students who continue to need a high level of support will be considered for an Education, Health and Care Plan (EHCP) application. All students at SEN Support and those with a Statement or an EHCP will have a Pupil Passport, which is updated yearly.

Students with particular needs have a Statement, or an EHCP written by the Local Authority.

Students who are at significant risk of permanent exclusion from the College will have a Pastoral Support Plan (PSP) that identifies strategies that should be adopted. PSPs will be reviewed each half term. PSPs are run jointly by the SENCo and the relevant Year Manager.

Students and parents/carers will be involved at all stages in the decision making process concerning the appropriate level and nature of provision including at the review stage.

Provision

Provision for students at SEN Support will be influenced by the outcomes of termly attainment reviews, final decisions will be made at SEN review meetings (for example SEND arrangements PSP, Pupil Passport. Parents and students will be invited to the review meetings and they will be asked to provide comments in advance. The provision for students with Statements and EHCPs is determined by the annual review process and will take account of the views of students and their parents/carers.

The main type of provision in addition to that provided by the teacher as part of usual quality first teaching will be in-class support delivered by Learning Support Assistants and Higher Level Teaching Assistants.

Withdrawal programmes will be provided as appropriate for students with particular needs and delivered through 1:1 or small group teaching. These interventions will be delivered by subject departments or by the SEN department.

Students in the 6th Form will be encouraged to support the work of the Learning Support Team by supporting reading and spelling programmes during registration times and by undertaking work experience as Learning Support Assistants.

The Accelerated Learning Centre (ALC) will provide support for students with significant social, emotional and or mental health difficulties. Students who have been sanctioned as part of the College Management of Behaviour Policy will complete their sanction in the Inclusion Area of the ALC and receive support to reflect on their behaviour.

Social skills work and mentoring will take place during the College day and after College hours as determined by the needs of the students and staffing availability.

Individual support will be offered to selected students in areas such as anger management, social skills and low self-esteem.

A supervised ICT area in the ALC will be available at break time and after College hours for named vulnerable students to continue their studies with support.

Referrals will be made as required to outside agencies e.g. educational psychologists, occupational therapists, physiotherapists, speech and language therapists to ensure that appropriate provision is made.

Review

The College ensures that the needs of SEND students are reviewed on a regular basis through:

- a) Bi-Annual review of SEND arrangements
- b) Annual review of Pupil Passports
- c) Annual review of Statements and EHCPs
- d) Half termly review of PSPs
- e) Termly use of a variety of subject teacher assessments
- f) Use of standardised tests at regular intervals e.g. for spelling and reading
- g) Parents/carers Consultation Evenings and Academic Review Days
- h) Exclusion re-admission meetings
- i) Meetings with parents/carers and with other professionals

A number of non-SEND students will be monitored on a termly basis. These will include:

- a) Students with medical needs.
- b) Students with physical/ sensory difficulties where no regular support is required.
- c) Students who have been removed from the SEN register within the past two terms.

Curriculum Access & Inclusion

The College Curriculum Policy states that: "It is the policy of the College to offer a curriculum that is engaging and challenging for all students."

All students must be fully integrated in the life of the College and have the opportunity to participate in the full range of College activities including extra-curricular activities and work based opportunities.

The College will provide an inclusive curriculum. Teachers will deliver good quality, inclusive teaching that takes into account the learning needs of all students in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Some students may require targeted, time-limited intervention to help to accelerate their progress and to enable them to work at or above age-related expectations. This could be delivered within the classroom, through small group withdrawal from lessons or small group sessions delivered outside of College hours. A few students will require specific provision through highly tailored intervention to accelerate progress or to enable the student to reach their potential. This may include consultation with outside agencies and the delivery of specialist interventions.

Evaluation

The College's SEND Policy and provision will be evaluated annually as part of the self-evaluation cycle using special educational needs provision documentation.

Partnerships within and beyond the College

Staff will have appropriate training to support their role in working with students who have SEND through INSET and in-College training.

Collingwood College works in partnership with the Local Authority. The SENCo and Learning Support team will liaise and work with outside providers (Specific Learning Difficulties, Visually Impaired, Hearing Impaired, Educational Psychologists and the Learning and Language Support Service).

The Local Authority provides information, advice and guidance for statemented students and those with EHCPs.

The College will ensure that effective liaison occurs with a variety of NHS organisations, Children's Services and voluntary organisations as appropriate.

Parents/carers will be contacted when a new special educational need is recognised and kept informed throughout the College-based stages of assessment through the SEN review process, letters, phone calls and meetings as necessary.

When parents/carers are contacted there will be no presumption about what parents/carers can or cannot do to support their son/daughter's learning. Parental permission will always be sought before any student is referred to other professionals for support.

There is a designated named teacher for Looked after Children. The Social Worker is nominally the first point of contact for the College.

Student Participation

Collingwood College will actively encourage student voice to ascertain their views through:

- a) Seeking views about progress towards SEN targets and selection of 'new targets'
- b) Seeking views about progress and support for Annual Reviews
- c) Seeking views on the Transition Plan in Year 6 and reviewing it in Years 9, 10 & 11
- d) Requesting that students attend Annual Reviews
- e) Requesting that students attend SEN and College review meetings
- f) Seeking views about the setting up of the PSP and reviewing its progress
- g) Seeking views about the setting up of the Pupil Passport

Links with other schools, transition and transfer arrangements

We will maintain close links with our partner primary schools. The key liaison activities are:

- a) Meetings with the SENCOs from primary schools
- b) Visits to primary schools by the SENCO, Deputy SENCOs, Progress Leader (Barossa), Year 7 Manager and Pastoral Assistants
- c) Visits to Collingwood College by individual students and/or small groups of students as required prior to Intake Day
- d) Liaison with parents/carers of students in Year 6

The SEN area of the College website has more detailed information which parents and carers might find useful. Our Provision Map has details of the interventions and strategies that we use. The SEN Information Report has further information on how Collingwood College works in partnership with students and their families.

<http://www.collingwoodcollege.com/page/?title=SEN+Policies+and+Documents&pid=622>

Appendices

- A Criteria for SEN Register
- B Sample SEND arrangements
- C Sample Behaviour Support Plan (BSP)
- D Sample Pupil Passport

Appendix A Criteria for SEN Register

All students on the SEND Register have significantly greater difficulty learning than their peers due to a special educational need that fits into one of the 4 categories of need below.

The criteria listed are for additional guidance.

| | EHCP | Special Needs Register (K) | Additional Needs (AD) | No SEN |
|---|--|---|---|---|
| Speech, Language and Communication Need | Standard scores in the 1 st centile (standard scores before 67). Serious underachievement in curriculum due to SEN – minimum of two grades or years below expected compared to Fisher Family Trust (FFT). Outside agency involvement. | Standard scores of below 78 and under FFT in English or Maths by two grades, or backwards / sustained progress over a year despite intervention. Outside agency involvement, for example SLT. | Formal diagnosis of disability but no significant underachievement in the curriculum. | No underachievement in curriculum due to SEN. |
| Cognition and Learning | Standard scores in the 1 st centile (standard scores before 66). Serious underachievement in curriculum due to SEN – minimum of two grades or years below expected compared to FFT. Outside agency involvement. | Standard scores of below 78 and under FFT in English or Maths by two grades, or backwards / sustained progress over a year despite intervention, outside agency involvement such as LLS. | Formal diagnosis of disability but no significant underachievement in the curriculum. | No underachievement in curriculum due to SEN. |
| Communication and Interaction | Standard scores in the 1 st centile (standard scores before 66). Serious underachievement in curriculum due to SEN – minimum of two grades or years below expected compared to FFT. Outside agency involvement. | Significant communication and interaction diagnosed difficulty (such as ASD) where student is under FFT in English or Maths by two grades, or backwards / sustained progress over a year despite intervention. Outside agency involvement. | Formal diagnosis of disability but no significant underachievement in the curriculum. | No underachievement in curriculum due to SEN. |

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|--|--|--|--|--|
| <p>Social, Emotional and Mental Health Needs</p> | <p>Standard scores in the 1st centile (standard scores before 66). Serious underachievement in curriculum due to SEN – minimum of two grades or years below expected compared to FFT. Outside agency involvement.</p> | <p>Significant mental health need for longer than a year where learning is significantly impaired. Under FFT in English or Maths by two grades, or backwards / sustained progress over a year despite intervention. Supported by outside agencies (such as CAMHS)</p> | <p>Mental health diagnosis for six months or more.</p> | <p>No underachievement in curriculum due to SEN.</p> |
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Appendix B Sample of Send Arrangements

SECTION 3 – [FIRSTNAME]’s story

Firstname’s story – play, health, schooling, independence, friends and relationships, further education, future plans.

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Firstname’s family’s story

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More information on how to support Firstname’s and his/her family

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Firstname’s aspirations

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Firstname’s family’s aspirations for him/her

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How Firstname’s and his/her family have taken part in this plan

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SECTION 4 - [FIRSTNAME]'s special educational needs and other needs

Summary of key strengths and areas of need

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More detailed information:

Communication and Interaction

Strengths and achievements:

-

Special Educational Needs:

-

Cognition and Learning:

Strengths and achievements:

-

Special Educational Needs:

-

Social, Emotional and Mental Health:

Strengths and achievements:

-

Special Educational Needs:

-

Sensory and Physical:

Strengths and achievements:

-

Special Educational Needs:

-

Summary of other needs

Prompt questions:

- 1. Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.*
- 2. Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?*
- 3. Is there any support you feel would help you as a parent/carer in supporting your child/family?*

| | |
|---|-------------------|
| Early Help Assessment Considered but not necessary | Date of Decision: |
| Early Help Assessment Completed | Date of Decision: |

NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.

SECTION 5 – SEN Support Arrangements Plan

Start date:

Pupil name:

Plan number:

[Please extend boxes / add additional outcomes as necessary]

| OUTCOME (1) <i>Must link with special educational need evidences in Section 4</i> | Arrangements in place | Review Date | Progress Review What has gone well? / Barriers to further progress |
|---|------------------------------|--------------------|---|
| | | | |

| OUTCOME (2) <i>Must link with special educational need evidences in Section 4</i> | Arrangements in place | Review Date | Progress Review What has gone well? / Barriers to further progress |
|---|------------------------------|--------------------|---|
| | | | |

| OUTCOME (3) <i>Must link with special educational need evidences in Section 4</i> | Arrangements in place | Review Date | Progress Review What has gone well? / Barriers to further progress |
|---|------------------------------|--------------------|---|
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| OUTCOME (4) <i>Must link with special educational need evidences in Section 4</i> | Arrangements in place | Review Date | Progress Review What has gone well? / Barriers to further progress |
|---|------------------------------|--------------------|---|
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Appendix C Sample Behaviour Support Plan

| Behaviour Support Plan | | | | |
|---|-------------------|-------------------------|------------|------------|
| Name: | | Code of Practice Level: | | |
| Primary Concern: | | NC Year Group: | | |
| Form Tutor: | | Start date: | | |
| | | Review date: | | |
| Praise points | Behaviour points. | Inclusions | Exclusions | Attendance |
| Progress since last BSP meeting (insert date): | | | | |
| Target 1: | | | | |
| Target 2: | | | | |
| Target 3: | | | | |
| Targets to be achieved by (name of student) by (insert date of next BSP): | | | | |
| Target 1: | | | | |
| Target 2: | | | | |
| Target 3: | | | | |
| Achievement criteria We will know the targets have been achieved because | | | | |
| Target 1: | | | | |
| Target 2: | | | | |
| Target 3: | | | | |
| Possible resources and techniques | | | | |
| Possible strategies to use in class | | | | |
| We would like parent(s)/carer(s) to help us by | | | | |
| (insert name of student) can help by | | | | |

Present:

Minutes:

*Photo
and
name*

**What people like about me
and what I like about
myself**

**What is important to
me**

How best to support me

**All About
Me: Pupil
Passport**