

SPECIAL NEEDS POLICY

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.
- Develop the notion that we are **all** teachers of 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.
- Promote 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 (SEN)** as set out in the Code of Practice (DfE/DoH, 2014) stating that a child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 educational or training provision that *is additional to or different from* that made generally for other children of their age by mainstream Colleges

1. Aims and Objectives

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 SEN and ensure that, where the Head teacher or the appropriate Governor has been informed by the Local Authority that a student has SEN, those needs will be made known to all who are likely to teach him or her.

1.2 The staff and governors in this College are aware of the importance of identifying and providing for those students who have SEN.

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 SEN Parents Information Report.

1.4 The staff at this College will ensure that all students with SEN will take a full part in all activities of the College, 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 SEN have their needs identified, in order to support academic progression and their ongoing wellbeing in the College.

1.6 The College will identify the needs of students with SEN as early as possible. This will be done effectively by gathering information from parents, education, health and care services and feeder Colleges, 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 2014).

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

2. Designated Teachers

The 'responsible persons' for SEND and Inclusion are the Headteacher, Mrs D Bryant and SEN governor, Mrs J Sargent.

The strategic SENCO (Special Needs Co-ordinator), Mr D Lewis, is responsible for the strategic development of the special needs provision throughout the College and is the member of the Senior Leadership Team with responsibility for the provision of special educational within the College. The operational SENCO, Mrs M Husk, is the person responsible for co-ordinating the day-to-day provision of education for students with SEN.

3. Admission and Inclusion

The staff of this College are committed to identifying and providing for the needs of all children that they teach. Inclusion is regarded as crucial to this policy. The College fosters equality of opportunity for all students under the Public Sector Equality Duty Policy. All students are afforded the same rights regardless of the level of graduated response (education health care plan or statement, College support or none).

4. Support

In meeting the requirements of the new Code of Practice the College has students supported through statements and Education Health Care Plans (EHCP). Those students who have a Statement in Years 9 and 11 will have their Statements transferred to EHCPs during the 2015/16 academic year in line with the model adopted by Cornwall.

This College has members of staff who specialise in SEN provision and support, 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 differentiated to meet the learners' needs
- Modification of teaching methods/materials.
- A regularly reviewed learning passport aimed to improve communication and consistency of support.
- Classroom support by teacher/Teaching Assistant (TA).
- Specialised intervention, intervention programmes including phonics teaching, dyslexia support, autism support, life skills and behaviour support.
- Input from external agencies.
- Specialist equipment.
- ICT support.

5. Liaison

Regular liaison is maintained with the following external agencies:

- Psychological service
- Behaviour Support Team
- Social Services
- Audiology Service
- Services for the Visually Impaired
- Health Service
- Assessment and Education Provision Team, County Hall
- Physiotherapy
- Autistic Support Team

6. Specialist Provision

6.1 At present this College does not have an Area Special class, although students coming to live in this area, who previously attended Area Special classes or other Special Colleges, attend the mainstream College here. Cornwall has a very high proportion of students included into the

mainstream, and because of the geographic location and reputation of this College, we are able to include almost everyone in our Community who wishes to attend our College.

6.2 We are well served by the Audiology and Visually impaired service, who maintain facilities on site and help us to fully include students with visual and hearing disabilities.

6.3 We also have specialist toileting and changing facilities on both sites for the disabled, and specialist medical facilities for those who need to take regular medication, such as insulin injections.

7. Facilities

This College has specialist toilets with showers and separate changing facilities used 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. A lift and stair lift have been installed on North Site to increase disabled access to the College site.

8. Resources

8.1 The College is allocated a notional budget within the global budget for students who have SEN. These funds are devoted to the purchase of the staff and resources which operate the SEN supports systems as detailed above. In allocating resources, the governing body are guided by the recommendations of the strategic SENCO depending on the needs of students

8.2 The Local Authority makes available some top up funding to the College to support the students who are the subject of statements under the terms of the 1996 Education Act. This provides staffing and resources 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.

9. Identification and Assessment

9.1 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 will be offered through a cycle of Assess, Plan, Do and Review coordinated by the class teacher and curriculum team.

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

9.3 Parents will be informed when any student is placed on, or removed from, the Record of Need.

9.4 All staff working with the student will be given guidance how to support them best and the student's progress will be rigorously monitored. This will be documented on a Learning Passport.

9.5 A class teacher with a concern about a child will fill out a SEN trigger form and send it to the operational SENCO. This will lead to further investigation and a plan for further assessment, support or intervention.

9.6 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).

9.7 Where the College has taken relevant and purposeful action to identify, assess and meet the SEN 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.

9.8 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.

9.9 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.

9.10 No new Statements of Educational Need will be awarded, but will gradually be replaced by EHCPs. Where a student has a pre-existing Statement, the College will provide appropriate support to meet the provision, as detailed within the Statement. This will be reviewed annually.

9.11 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.

10. Access to the Curriculum

10.1 The provision of an exciting learning environment will be a priority, to arouse students' interest and curiosity and to help those who need extra stimulus and encouragement to overcome their learning difficulties.

10.2 The College fosters a climate of warmth and mutual support in which self confidence and self esteem can grow, and in which everyone feels valued and able to risk making mistakes as they learn, without fear of harsh criticism or a criticism of an attempt to understand.

10.3 There is flexible grouping of students so that learning needs are met in individual, small groups or whole class contexts.

10.4 The Curriculum is differentiated to meet the needs of a variety of individual students. Teaching styles and groupings reflect this approach.

10.5 Schemes of work reflect whole College approaches to teaching and learning, and take account of special educational needs.

10.6 Curriculum tasks and activities are matched to students' differing paces and styles of learning, interests, capabilities and previous experience.

10.7 Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning differences.

10.8 The use of Synthetic Phonics will be introduced to those students operating at a level 3a or below on entry into year 7 where screening identifies a need.

11. Arrangements for the treatment of complaints

The procedure for managing complaints is for staff or parents to contact the operational SENCO, in the first instance. If no solution is found, then the procedure is to put the complaint in writing to the Assistant Headteacher (strategic SENCO) and after exploring this avenue, writing to the Headteacher. Next the SEN Governor or Chair of Governors can be contacted. If the concern is still not resolved there is a right of appeal. Please see the complaints policy for details.

12. Staff Development

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

13. Working with parents

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

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

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

13.3 Parents are kept up to date with their child's progress on-line, through written reports, parents' evenings, and additional meetings, as appropriate.

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

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

14. Evaluating success

This policy will be kept under regular review. In order to make consistent continuous progress in relation to SEN provision the College encourages feedback from staff, parents and students throughout the year. The College has a rigorous monitoring cycle and SEN 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
- Stakeholder feedback, including students, staff and parents
- Attendance data
- Lesson observations