

## Statement of Policy on SPECIAL EDUCATIONAL NEEDS

[Reviewed and agreed at Governors' Community Committee Meeting held on 30 November 2006, 18<sup>th</sup> March 2009, M&R Committee on 17<sup>th</sup> November 2010, S&A on 1<sup>st</sup> March 2011]

### 1.0 Rationale

- 1.1 The aim of the College is to meet the needs of every student in accordance with the values and procedures detailed in the Educational (SEN) Regulations 1999 and the SEN Revised Code of Practice January 2002 which includes new rights and duties introduced by the SEN and Disability Act 2001.

### 2.0 Introduction

- 2.1 This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at City of Ely Community College.
- 2.2 For the vast majority of children their mainstream setting will meet all their special educational needs. Some children will require additional help from SEN services or other agencies external to the College. A very small minority of children will have SEN of a severity or complexity that requires the LA to determine and arrange the special educational provision their learning difficulties call for.
- 2.3 Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.
- 2.4 Children have a *learning difficulty* if they:
- 2.4.1 have a significantly greater difficulty in learning than the majority of children of the same age; or
  - 2.4.2 have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in Colleges within the area of the local education authority.
- 2.5 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- 2.6 This document provides a framework for the identification of and provision for children with Special Educational Needs.
- 2.7 When dealing with a child who it is believed may have a Special Educational Need, there should be sensitivity from the staff working with that child, whether it be assessing their need, implementing an agreed plan or evaluating the child's progress.

### 3.0 Aims

#### 3.1 Special Educational Provision

In making special educational provision, the College will take into account all of the following criteria.

#### 3.2 Worth

All students are of equal value regardless of their gender, race, ability, needs or background. We acknowledge the right of children with disabilities to access mainstream settings.

#### 3.3 Entitlement

All students are entitled to high quality, well planned and organised teaching enabling full access to the National Curriculum at the appropriate level.

### **3.4 Progress**

Schemes of work within the College should be developed with care to raise the achievement of **all** students by ensuring that the knowledge, skills and potential of all the students are developed fully, at the right pace, and in accordance with the National Curriculum.

### **3.5 Opportunity**

All students have equal access to all the resources and activities available within the College. It is important to listen to the voice of the student and involve those with SEN in the planning of their education.

### **3.6 Growth**

The content of the education at Ely should contribute to the individual's emotional, physical, intellectual, social and spiritual growth enabling students to develop and test their personal values and attitudes.

### **3.7 Continuity**

Learning at Ely will be part of a continuous process so that as a student progresses through the College or changes College, details of work and developments, including National Curriculum records and progress files, will be available to facilitate decisions on his/her future programme.

### **3.8 Support**

In making special educational provision the College will communicate with parents or carers to encourage active involvement and support with a view to fostering a genuine partnership between home and College. The College will also work in partnership with other external agencies to provide for the Student's special educational needs.

### **3.9 Governors**

The College will support the Governors in carrying out their statutory duties towards students with SEN as detailed in the Education Act 1998 and the SEN and Disability Act 2001.

### **3.10 Confidentiality and Privacy**

Whenever working with a child who has/may have Special Educational Needs, it is essential that confidentiality and privacy are maintained.

## **4.0 Objectives**

- 4.1 To meet the needs of every student and accept that some may require provision that is additional to or different from the provision made generally for students of the same age.
- 4.2 To give every student access to the National Curriculum at the appropriate level through all staff sharing responsibility for SEN.
- 4.3 To extend and develop the full potential of the student in all areas of the curriculum.
- 4.4 The provision made for SEN at Ely will reflect the opinion that individual needs may vary from term to term and in different curriculum areas. Therefore, it shall not be for a fixed group of students.
- 4.5 To regularly review the policy and practical arrangements to achieve best practice and value.
- 4.6 To work in partnership with parents and other external agencies to provide for the student's special educational needs.

## **5.0 Roles and Responsibilities**

- 5.1 All members of the College community work towards the College aims by:
  - 5.1.1 Using College procedures for identifying, assessing and making provision for students with special educational needs.
  - 5.1.2 Sharing a commitment to inclusion and a partnership approach to provision.
- 5.2 The Governing Body in co-operation with the Principal, determines the College's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the College's work. They are responsible for reviewing the SEN policy and reporting to parents annually.

- 5.3 There is a Governor who monitors the College's work on behalf of children with special educational needs.
- 5.4 The Principal has strategic responsibility for overseeing the provision for children with special education needs and keeping the governing body fully informed. In conjunction with the management team the Principal will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

## **6.0 Co-ordinating and Managing Provision**

- 6.1 The SEN Co-ordinator (SENCO) at Ely will be the Head of Learning Support.
- 6.2 The SENCO will be responsible for:
- 6.2.1 the day to day operation of the College SEN policy
  - 6.2.2 Liaising with & advising teaching staff and TA's on SEN matters
  - 6.2.3 Managing the SEN team of teachers
  - 6.2.4 Managing the teaching assistants (TAs)
  - 6.2.5 Co-ordinating the provision for students with SEN
  - 6.2.6 Updating the SEN register and overseeing the records of all students with SEN
  - 6.2.7 Contributing to the in-service training of staff
  - 6.2.8 Liaising with parents and external agencies including the LA support, the Educational Psychology Service, Health and Social Care and voluntary bodies.
- 6.3 All teaching and non-teaching staff are involved in the development of the College's SEN policy and must be fully aware of the Colleges' procedure for identifying, assessing, monitoring and making provision for students with SEN. Subject teachers have the responsibility for managing the work of the TA's in their classrooms.

## **7.0 Admission arrangements for Students with SEN**

- 7.1 This College strives to be a fully inclusive College. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the Local Authority Admissions Policy.
- 7.2 The Learning Support Department will liaise with all the primary feeder schools and with the attached SENCO and class teachers to assess the needs of all students transferring or likely to transfer to City of Ely at the end of year 6. City of Ely Community College's SENCO will also attend the annual reviews of statemented students at primary schools for students in Year 6 who may be transferring that September.
- 7.3 A small hand picked group of 'vulnerable' Year 6s with SEN are entitled to spend 4 sessions over 4 weeks at the College in June to help ease the transition process.
- 7.4 When students transfer in Year 6 or come to the College from other schools the SENCO or the Head of Year will review the file and we will ensure that we contact parents in writing or via the telephone to discuss any action that the College may want to implement regarding assessments or plans for programmes.

## **8.0 Allocation of resources**

- 8.1 The SEN budget is determined each year according to annual return. This aims to distribute available funds as equitably as possible between Colleges according to relative levels of need based on socio-economic and Additional Educational Needs factors.
- 8.1.1 The base budget covers teaching and curriculum expenses as well as the partial cost of SENCO.
  - 8.1.2 The delegated SEN budget covers the additional support required.
  - 8.1.3 Specific funds are allocated to students with statements of SEN.

8.2 The Governors always use all of the SEN budget share and additional funds as made available from the College budget. The SENCO in consultation with the Principal, is responsible for the use of these resources and the deployment of the designated support staff.

8.3 Action to meet student's SEN aims to promote independent learning and tends to fall within 4 broad strands:

8.3.1 Assessment, planning and review.

8.3.2 Grouping for teaching purposes.

8.3.3 Additional human resources.

8.3.4 Curriculum and teaching methods.

8.4 This may include development of practice through training and collaborative work with other Colleges planning, review and liaison time, improved staff-child ratio and use of alternative resources.

## **9.0 Identification, Assessment and Monitoring.**

9.1 The College adopts the graduated response as set out in the Code of Practice which came into force in January 2002. This response is based on two principles central to the Code:

9.1.1 Provision for a child with SEN should match the nature of the child's needs.

9.1.2 There should be regular recording of a child's special educational needs, the action to be taken and the outcomes.

9.2 The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all students and offers three principles for inclusion-

9.2.1 Setting suitable learning challenges.

9.2.2 Responding to student's diverse needs.

9.2.3 Overcoming potential barriers to learning and assessment.

9.3 The new Code does not assume that there are hard and fast categories of SEN but recognises 4 broad areas:

9.3.1 Communication & Interaction (Language & Autistic Spectrum Disorder).

9.3.2 Cognition & Learning (General Learning & Specific Learning Difficulties).

9.3.3 Physical and Sensory

9.3.4 Behavioural, Emotional and Social.

9.4 Once a child has been identified as possibly having a Special Educational Need which would require further assessment over and above that required for another child, then the following actions should be taken:

9.4.1 Parents should be contacted prior to any conversation with the child to gain their permission to conduct the assessment and that this record is kept on the child's file.

9.4.2 Prior to the assessment being made, there is a conversation with the child in order that they may ask any questions about the assessment process.

9.4.3 A report is prepared following the assessment and this will be kept on the child's file.

9.4.4 Following completion of the report, a meeting with the parents will be organised to discuss any technical language and to contextualise the findings and to explain future plans.

## **10 College Action**

10.0 Where staff identify that a student has SEN, subject teachers in consultation with the SENCO devise interventions additional to or different from those provided by the College's usual differentiated curriculum.

10.0.1 Subject and pastoral teachers remain responsible for working with the student on a daily basis.

10.0.2 An IEP will usually be devised by the SENCO and circulated to the students' teachers.

10.0.3 Clear targets are set and revised regularly.

10.1 The criterion for *College Action* will be evidence that current rates of progress are inadequate. **Adequate progress** can be defined as progress which:

10.1.1 Closes the attainment gap between the child and their peers

10.1.2 Prevents the attainment gap growing wider

10.1.3 Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

10.1.4 Matches or betters the child's previous rate of progress

10.1.5 Ensures access to the full curriculum

10.1.6 Demonstrates an improvement in self-help, social or personal skills

10.1.7 Demonstrates improvements in the child's behaviour

10.1.8 Is likely to lead to accreditation

10.1.9 Is likely to lead to participation in further education

## **11.0 Triggers indicating the need for intervention at College Action**

The child or young person who, despite receiving differentiated learning opportunities:

11.0.1 Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness

11.0.2 Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas

11.0.3 Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the College

11.0.4 Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment

11.0.5 Has communication and/or interaction difficulties, and continues to make little or no progress despite the intervention of a differentiated curriculum.

## **12.0 College Action Plus**

12.1 SENCO and subject/pastoral staff, in consultation with parents ask for help from external services such as the Educational Psychologist, the Education Welfare Service, the Secondary Support Service, Vision and Hearing Impaired Services, Child and Adolescent Mental Health Service, Social Services and the Health Service. Other agencies exist, for example the Travellers' Service and will be approached as needs arise.

12.2 Teachers and SENCO are provided with advice or support from outside specialists

12.3 Additional or different strategies from those at *College Action* are put in place – an IEP will usually be devised

12.4 SENCO should take the lead in; any further assessment of the child; in discussion with colleagues; monitoring and reviewing the action taken.

## **13.0 Triggers indicating the need for intervention at College Action Plus**

13.1 Despite having had an individualised programme and/or concentrated support under *College Action*, the child or young person:

13.1.1 Continues to make little or no progress in specific areas over a long period of time

13.1.2 Continues working at National Curriculum levels substantially below those of the majority of their peers.

13.1.3 Continues to have difficulty in developing literacy and numeracy skills

13.1.4 Has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme

13.1.5 Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

- 13.1.6 Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## **14.0 Statements of Special Education**

- 14.1 A small minority of students who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. The request for a Statutory Assessment usually comes from the College after consultation with the Educational Psychologist. Parents/carers and the Local Authority, but can also come from a parent or other agency.
- 14.2 The request will be considered by the LA and, if appropriate, a Statement of Special Educational Needs will be written. The student's SEN and provision will be summarised in the Statement document. This will need to be reviewed annually. The College undertakes to carry out the specific requirements as outlined in the Statement of SEN.

## **15.0 Providing Curriculum Access and Inclusion**

- 15.1 Students with special educational needs will have access to a balance and broadly based National Curriculum, with the opportunity to join in all the activities of the College.
- 15.2 Different teaching strategies are used depending upon the nature of the child's needs.
- 15.3 City of Ely strives to be an inclusive College, engendering a sense of community and belonging through its:
- 15.3.1 Inclusive ethos
  - 15.3.2 Broad and balanced curriculum for all students
  - 15.3.3 Systems for early identification of barriers to learning and participation
  - 15.3.4 High expectations and suitable targets for all children

## **16.0 Evaluating success**

- 16.1 The success of the SEN Policy and Provision is evaluated through:
- 16.1.1 Monitoring of classroom practice by HOD
  - 16.1.2 Analysis of student tracking data and SAT/GCSE results
    - for individual students
    - for cohorts
  - 16.1.3 Value-added data for students on SEN Register
  - 16.1.4 A reduction in the number of students requiring a graduated response or an increase in the numbers moving from College Action Plus to College Action.
  - 16.1.5 Monitoring of procedures – practice by SEN Governor.
  - 16.1.6 College self-evaluation.
  - 16.1.7 College Profile.
  - 16.1.8 The College Improvement Plan/SEN Development Plan.

## **17.0 Complaints**

- 17.1 Any complaints regarding the SEN Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Principal. If however, parents are still concerned they may contact the governor responsible for SEN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The College will inform parents of these services.

## **18.0 Staff Development**

- 18.1 The auditing of training needs is based on the TTA National Standards for SENCOs and specialist teachers of SEN as well as College Improvement Plans.

- 18.1.1 SENCOs, Teachers and T.A's will attend SEN courses that are of interest and have a particular bearing on children they are supporting.
- 18.1.2 Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEN children. Governors will be informed of College-based training and are invited to attend. Staff will be involved in developing practices that promote Whole College approaches to SEN.
- 18.1.3 NQTs will access specific training and induction programmes.

## **19.0 Working in partnership with other agencies**

### **19.1 External Support Services**

The College has arrangements for securing access to external support for students with special educational needs. This may include liaison with special Colleges and other specialist provision. There is regular liaison and exchange of information between the SENCO and these services.

### **19.2 Partnership with parents**

The College aims to promote a culture of co-operation with parents, Colleges, Local Authorities and others. We will do this by:

- 19.2.1 Ensuring all parents are made aware of the College's arrangements for SEN including the opportunities for meetings between parents and SENCO.
- 19.2.2 Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with a teacher or by a letter explaining that it is felt that an assessment and further information would be appropriate.
- 19.2.3 Providing access to the SENCO to discuss the child's needs and approaches to address them, perhaps using an Individual Education Plan.
- 19.2.4 Supporting parents understanding of external agency advice and support.
- 19.2.5 Informing parents about the Parent Partnership Service and support groups in the voluntary sector following the identification of SEN.
- 19.2.6 Undertaking Annual Reviews for children with Statements of SEN.

## **20.0 The voice of the student**

20.1 In the College we encourage students to participate in their learning by:

- 20.1.1 Being involved in target setting and identifying teaching and learning strategies that work for them.
- 20.1.2 Incorporating their views in every aspect of their education.
- 20.1.3 Encouraging self-advocacy and independence.
- 20.1.4 An expectation that students will attend their Annual Review if Statemented or other meeting held at City of Ely Community College.

## **21.0 Links with other Colleges**

- 21.0.1 The College will ensure that all transfers between Colleges are planned, monitored and supported to ensure successful outcomes for children.
- 21.0.2 The College will consult the Local Authority and governing bodies of other Colleges, when deemed to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- 21.0.3 The College will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.