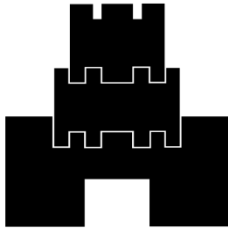


Reference:	Approved by:	Date:	Review:



Launceston College

A Multi Academy Trust

SPECIAL EDUCATIONAL NEEDS POLICY

Updated on: 28th June 2016

Review by: LOR/RKV

Reference:	Approved by:	Date:	Review:




It is acknowledged that all teachers in the Multi-Academy Trust are teachers of young people with special educational needs. As such we adopt a 'whole Academy approach' to SEN which involves all staff adhering to a model of good practice. The staff of the Academy are committed to identifying and providing for the needs of all young people in a wholly inclusive environment.

Reference:	Approved by:	Date:	Review:

Appendix L – Launceston College SEN Policy




The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all students are valued. • Student voice is heard through: <ul style="list-style-type: none"> ○ the school council ○ representation on the MAT Board ○ participation in interviews for new staff ○ focus groups ○ questionnaires 	<ul style="list-style-type: none"> • Students with SEND are included in consultation groups. • Additional provision is developed in light of student voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC (Team Around the Child) meetings and SEN reviews. • Students are supported in person centred planning and target and outcome setting. • All documentation is presented in a format that is accessible to the student.




Reference:	Approved by:	Date:	Review:

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all students are invited to attend parent/carer evenings. • Students' tracking reports are sent home twice each term. • The eContactbook supports home learning • Parent/carers know exactly who to contact if they have any concerns. • The website enables parent/carers to understand more about what their young person is learning. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their young person at home e.g. <ul style="list-style-type: none"> ○ Year 10 skills for GCSE evening. • Parents are able to contact school re concerns at any time. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all TAC meetings, PSP's (Pastoral Support Plan Meetings) and reviews. • Parent/carer's views are an integral part of TAC meetings and SEN reviews. • Advocacy is available to ensure the above. • All documentation is presented in a format that is accessible to individual parents. • Parents are encouraged to support their young people at home with accelerated reader and using myMaths.




Reference:	Approved by:	Date:	Review:

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to a differentiated curriculum. • All students in year 7 and 8 are able to boost their independent learning and literacy skills through programmes such as the Accelerated Reader (AR) programme. • Assessments/Cognitive Ability tests (CATs) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • A small number of students in key stage 4 have the opportunity to access a bespoke curriculum. • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> ○ literacy – reading, comprehension, spelling, writing etc ○ handwriting ○ numeracy ○ social skills 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEN (Special Educational Need) and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSE design technology. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved.

Reference:	Approved by:	Date:	Review:




4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Differentiated teaching and learning outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Learning objectives are displayed and discussed • Differentiated success criteria are displayed. • Students' work should be regularly marked, using WWW (What Went Well) and EBI (Even Better If), and their target grades should be easily accessible. • Literacy/numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND (Special educational needs and disability) have targeted support and provision. • Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> ○ ensure understanding ○ facilitate learning ○ foster independence ○ keep students on task. • Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> ○ Laptops ○ Netbooks ○ iPads • Special examination arrangements are put in place for internal and external tests and examinations 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities and autism. • Outreach from special school requested for advice on teaching and learning.

Reference:	Approved by:	Date:	Review:

	<p>(readers, scribes etc)</p> <ul style="list-style-type: none"> Homework support is available Monday –Thursday after College 	
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> Students use the 4 B's prompt in lessons - book, brain, and buddy before asking the 'boss!' Technology is available to aid independence e.g. voice recognition is available on all school computers All students have access to a regular homework club after College and support in the library after College and at lunchtime. Learners can access the eContactbook at home and in College to help organise their homework. Staff link relevant materials and differentiate the work 	<ul style="list-style-type: none"> Where teaching assistants are in the classroom they facilitate independence. Students have personalised equipment to help them to learn, such as overlays, and timers. Students with an identified need or without internet access at home use a paper Contact Book Students have access to : <ul style="list-style-type: none"> visual timetables task cards traffic light system time out cards 	<ul style="list-style-type: none"> Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent Personalised task boards and timetables are available to support independence.

Reference:	Approved by:	Date:	Review:

accordingly.		
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6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Life and Learning skills and IAG (Information and guidance) lessons include all students • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Students have access to the school nurse. Sessions are private and confidential. • Bereavement counselling is available. • Student issues are dealt with by trained staff, as they arise. • Risk assessments are undertaken for students with mental health needs. 	<ul style="list-style-type: none"> • A base is available for vulnerable students to take ‘time out’ and find support at breaktimes. There are trained members of staff running the base. • Time limited and monitored groups address: <ul style="list-style-type: none"> ○ self-esteem ○ social skills ○ life skills ○ anger management • Supported sports academy activities are available after school. • Risk assessed and supported adventure learning activities such as Jubilee Challenge are available. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> ○ CAMHS ○ Social Care ○ Youth Centres (targeted youth support) ○ Dreadnought ○ Penhaligans Friends ○ Kooth ○ Y-Zup (drugs service) ○ ABC (anti-bullying Cornwall) • Individualised support is provided for students who begin to display early signs of disaffection in KS3. • Students with specific medical

Reference:	Approved by:	Date:	Review:




		conditions have individual Health Care Plans.
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7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need • All students belong to a form/tutor group. • All students are invited on trips and visits. • All students can contribute to their House 	<ul style="list-style-type: none"> • Older students involved in mentoring reading with younger students with SEND. • Transport is available to take students with SEND home when they attend after school activities. • Autism champion ensures social interaction opportunities for students with autism. 	<ul style="list-style-type: none"> • Students individually supported by TAs (teaching assistant) or have PAs (personal assistant) to enable their attendance at after school clubs. • Learning mentors or TAs use social stories with individual students. • Older welfare and SEND ambassadors are used to support and 'buddy' younger students with SEND




Reference:	Approved by:	Date:	Review:

8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All faculty areas of the school are accessible to everyone including those students with SEND. • All faculties have wheel chair accessible classes. • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named 'Designated Safeguarding Lead' (DSL and team) and a named 'Child in Care' (CIC) teacher. • Teachers focus on rewarding good behaviour with praise points to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • A base for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times. Ensures the opportunity to eat lunch away from the canteen and store items in a secure place. • Non-slip, non-breakable equipment available in practical lessons. • Adapted PE equipment available. • Some toilets adapted by height. • Adjustable chairs/ tables available. • There are named adults who are 'teamteach' trained 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs.

Reference:	Approved by:	Date:	Review:

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • There are strong links with feeder primary schools. KS3 coordinator and Lead LSA identify students who may need extra support at transition from KS2 to KS3 • Primary children visit school regularly from year 2 for specific events. • Secondary staff visit and teach/support in feeder primaries. • Taster days for some students in Year 6 and two induction days for all Year 6 students • All students in Year 6 invited to attend Summer School • Comprehensive Year 7 transition package including a residential with their House • Comprehensive programme leading to option choices in Year 9, including an immersion week 'Kick Start to GCSE' • Year 11 students are supported with the sixth form/FE application and interview process. Senior leader meets year 11 	<ul style="list-style-type: none"> • Students identified as possibly struggling with transition have additional visits in small groups • A key-worker is in place • A transition passport is put together for some students with individual needs • Careers South West (CSW) work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students' interests, abilities and needs. 	<ul style="list-style-type: none"> • The SENCO (Special Educational Needs Coordinator) or representative attends year 5 and year 6 annual statement reviews or TAC meetings • The student has a keyworker who spends time with them in primary school before supporting them in secondary school. • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Students with SEND have extra visits to College in Year 11.

Reference:	Approved by:	Date:	Review:

students and their parent/carers to discuss plans post 16.		
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Services and organisations that we work with:

Service/organisation	Acronym	What they do in brief	Contact details
Child and Adolescent Mental Health Service	CAMHS	Mental health services for young people	
Children's Social Care		Social workers within the Children, Schools and Families team	Safeguarding concerns can be reported via the MARU (Multi-agency Referral Unit) on 0300 123 1116 but social workers will be assigned and contact with individuals will vary depending on access to direct phone numbers
Early Help Hub	EHH	The point of contact for advice and requests for support for a child or young person with special educational needs or disability.	https://www.cornwall.gov.uk/earlyhelphub
Targeted Youth Support	TYS	One-to-one support for young people covering a wide range of issues	Referral via Cornwall Family Information Service website:

Reference:	Approved by:	Date:	Review:

			http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/site.page?id=d1RLbe3w3lg
Dreadnought		One-to-one sessions with students in school, providing emotional support. Five sessions per day on a Friday	Referral form completed by Head of House or Deputy Head of House and submitted via the Pastoral office and KS (Key Stage) coordinators.
Aspires		Support sessions run by Dreadnought at the Orchard Centre for young people with ASC (Autism Spectrum Condition) and their siblings	
Penhaligon's Friends		Specialist bereavement counselling for young people. Sessions can be held during the school day or in the home/community depending on the choice of the young person and their family	http://www.penthaligonsfriends.org.uk/ for an extremely useful website or call 01209 210624 to discuss a referral. Referral forms can be submitted by the school (with parent's and young person's consent) or by the family.
Kooth		Students aged 11-19 can create a 'profile' on the website and receive online support or alternatively the school can make a referral for face-to-face counselling support which is currently delivered in Dunheved House. Covers a wide range of issues. Counselling takes place in Dunheved House.	www.kooth.com or online referral form which Pastoral staff can complete and submit.
BEME		Mental health support for young people aged 16+. Not much feedback of the service due to the age range they will work with. I think 6th Form may have had some good results.	Phone: 01579 373700 or email: Be.Me@cornwall.nhs.uk The service is based in Liskeard.
Anti-Bullying Cornwall	ABC	One-to-one work with young people affected by bullying. Previously some group work but we haven't had involvement with them for some	www.abccornwall.org.uk - Leaflets in the Pastoral Office - Referral form on website - phone number 01209 202696

Reference:	Approved by:	Date:	Review:

		time so I am not sure if this is still available. Assemblies and classes can be organised.	
Family Support Workers	FSW	Support for children aged 9 months to 12 years and their parents. Probably only useful for Year 7 students unless a referral can be made via a younger sibling if a parent is in need of support at home. Advice re: parenting i.e. healthy meals, bedtime routines, getting children ready for school, organisation etc.	There are several Family Support Workers within the Locality 5 team and they are managed by the Locality manager Amanda Jeffery (ajefferies@cornwall.gov.uk) Referrals for support are made through the early help hub. This referral is accessed through the Pastoral Office and safeguarding admin: https://www.cornwall.gov.uk/earlyhelphub
Wise Up	YZUP	Drugs and alcohol advice for young people up to and including the age of 18.	Follow the Integrated Working section and then Early Help where you can find links to referral forms for Family Support.

Answers to Frequently asked Questions

1 How does the school know if children/young people need extra help?

Through data capture and tracking we identify students making significantly less than expected progress given their age and individual circumstances. The first response will be high quality differentiated teaching targeted at the student's areas of weakness. Where progress continues to be less than expected then a screening LUCID LASS test will be used and the SENCo involved.

2. What should I do if I think my child may have special educational needs?

Contact the student's Form Tutor in the first instance.

Reference:	Approved by:	Date:	Review:

3. Who is responsible for the progress and success of my child in school?

A students' progress is the responsibility of the student, parents and the school working together. The form tutor and Head of House monitor closely and have a detailed overview.

4. How will the curriculum be matched to my child's needs?

Classes are set from year 7 and additional interventions are in place for a wide variety of needs. The options process in year 9 leads to personalised timetables at key stage 4 which can be further adjusted to meet needs in exceptional circumstances. Post 16 there is specialist provision in place with fully personalised timetables to meet needs ranging from Entry level 1 through to A level.

5. How will school staff support my child?

The form tutor has a day to day overview of the students' needs. Students can be supported by the pastoral staff, student support centre (SSC) or individual needs staff depending on the precise needs.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Data capture sheets are sent home every half term detailing the students' progress against targets. There is a written report, subject parents' evening and an academic review meeting with the form tutor every year.

7. What support will there be for my child's overall wellbeing?

The form tutor has an overview of the students' well-being supported by the Head of House and the pastoral support team.

8. How do I know that my child is safe in school?

Launceston College takes its responsibilities for safeguarding students very seriously. We comply with the relevant Health and Safety legislation as well as having a Designated Safeguarding Lead and team

10. What SEND training have the staff at school had or are having?

The SENCO is a qualified teacher working at the school and has achieved the 'National Award in Special Educational Needs Co-ordination'. All Learning Support Assistants are having training using the Inclusion Development Programme.

11. How will my child be included in activities outside the classroom including school trips?

Reference:	Approved by:	Date:	Review:

Learning Support Assistants accompany students outside the classroom and on school trips.

12. How accessible is the school environment?

All faculty areas of the school are wheelchair accessible.

13. How will school prepare and support my child through the transition from key stage to key stage and beyond?

There is a designated transition Leading Learning Support Assistant who works with the primary schools to design individualised transition visits and activities for those that require additional support

14. How are the school's resources allocated and matched to children's special educational needs?

The school will attempt to provide high quality support from its SEN budget, however there has to be a strategic approach to meeting SEN in the context of the resource available.

15. How is the decision made about what type and how much support my child will receive?

By consultation with the SENCO when all diagnoses and relevant details have been taken into consideration.

16. Who can I contact for further information?

Elaine Barr Student Support Manager 01566 772468 ElaineB@launcestoncollege.org.uk

Reference:	Approved by:	Date:	Review:

Appendix B – Bideford College SEN Policy

MEMBERS OF STAFF RESPONSIBLE

Mrs Rachel Vowles (Assistant Principal): Designated Teacher (DT)

Mrs Sharon Barnes: SENDCo

Mrs Gilly Sanders: SEN Governor

At Bideford College, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their barriers to learning. Not all students with disabilities have special educational needs and not all students with SEN meet the definition of disability but this policy covers all of these students.

AIMS AND OBJECTIVES OF THIS POLICY

The aims of our SEN/D policy and practice are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, and parents/carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

RATIONALE

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act (2014)
- Health and Social Care Act (2012)
- Equality Act (2010)
- Mental Capacity Act (2005)
- Children's Act (1989)

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2014)
- Supporting Children with Medical Conditions (2014)
- Keeping Children Safe in Education (2014)
- Working Together to Safeguard Children (2013)

DEFINITIONS

The following definition of Special Educational Needs is provided in the Special Educational Needs and Disability Code of Practice 0-25 (2014):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or

Reference:	Approved by:	Date:	Review:

- 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 schools or mainstream post-educational institutions.’

THE NEEDS OF OUR STUDENTS

At Bideford College we have students with a wide range of needs that are broadly categorised within the following 4 kinds of need:

Communication and Interaction

- SLCN – Speech, Language and Communication Needs
- ASC – Asperger’s and Autistic Spectrum Condition

Cognition and Learning

- MLD – Moderate Learning Difficulties
- SLD – Severe Learning Difficulties
- SpLD – Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Reference:	Approved by:	Date:	Review:

Social, Emotional and Mental health

- ADD, ADHD or ODD
- Attachment Disorder
- Mental health concerns (anxiety, depression, self-harm, substance misuse or eating disorders)

Physical or Sensory Needs

- VI – Visual Impairment
- HI – Hearing Impairment

Though some students may well have needs that branch across these four main areas.

HEARING SUPPORT CENTRE (HSC)

Bideford College also has a specialist centre dedicated to students with hearing impairments that covers the whole of the North Devon community. The HSC Coordinator also runs outreach support for other Secondary Schools and Primary Schools. Further information regarding the HSC along with admission information can be found on the College website.

LEARNING SUPPORT TEAM

SENDCo

Hearing Support Centre Coordinator

Ethnic Minority Achievement (EMA)

Literacy Coordinator

Numeracy Coordinator

SENDCo Assistant: TA Manager

SENDCo Assistant: Physical/Sensory Lead

SENDCo Assistant: SEN Exams Coordinator / Access Arrangements Lead

Teaching Assistants for: Autism, Dyslexia, Literacy, Numeracy

SEN/D Administrator

In addition there are a number of Teaching Assistants, working with students with Statements/EHCPs and on the SEN register in classrooms and in extraction groups for additional learning needs.

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

At different times throughout a young person's college career, they may experience difficulties. When we are assessing any possible SEN we will consider the needs and aspirations of the young person as a whole.

Our College is committed to early identification of special educational needs and adopts a response in line with the Code of Practice 2014. If evidence suggests that learners are not making expected progress, Teachers and Teaching Assistants will consult with the SENDCo in order to ensure that specific in-class learning strategies and appropriate support programs are put in place in order to ensure students have a curriculum designed to enable maximum achievement and progress.

Students can be identified as having special educational needs through a variety of ways:

- Using data to highlight students who are not making expected progress
- Through the very thorough transition process adhered to by all Primary feeder schools
- Information passed on from previous schools out of catchment area
- Assessments and screening during transition in Year 6 and the beginning of Year 7
- Staff contacting the SENDCo, when they have concerns regarding a student
- Advice gained from the Educational Psychologist and other outside agencies
- Parental concerns

Reference:	Approved by:	Date:	Review:

- Meetings with parents/carers, staff and outside agencies

SUPPORTING LEARNERS WITH SEN/D

The majority of students with SEN are supported within the mainstream lessons, many of which are set on ability. Differentiated materials are used in the classroom, and teachers welcome work that is presented differently such as storyboards, diagrams and charts. The use of spell-checkers, net books and dictaphones are examples of resources that students may use to support their work. Students may receive enlarged papers, writing slope boards and the use of overlays all of which are accepted and encouraged by teaching and support staff.

Students with cognitive difficulties or social communication difficulties may also access the Learning Support Department for specific interventions. For every intervention there is a clear entry requirement, intervention length and the impact is recorded. However, students with ASC may access the Learning Support centre for specific lessons during the whole academic year. For a full range of the interventions that are available to students with SEN/D please see the separate 'Special Education Needs / Disability, the Local Offer' page on the College website.

MONITORING SEN PROVISION

We aim to follow the **assess / plan / do / review** cycle, in other words we will assess any student we feel has additional needs, plan what we will do to address these needs, initiate the plan and then review the plan termly. The results of the last review will dictate what will take place during the next term. We will review the plan by using the following strategies:

- Regularly providing opportunities for parents/carers and learners to express views;
- Objectively measuring the student progress of SEN students by effective use of internal and external data;
- Vigilantly tracking and monitoring attendance of SEN students by effective use of data;
- Looking at students workbooks;
- Monitoring and reporting on SEN student participation in reviews and planning meetings;
- Focused observations in the classroom;
- Monitoring and reporting on SEN student participation in extra-curricular activities;
- Monitoring and reporting on parental involvement including attendance at parents/carers' meetings and student review days;
- Feedback from other local agencies involved with the College;
- Acting upon advice and reviews from 0-25 Team and other specialised support teams;
- DAF review meetings.
- Annual Reviews for students with Statements or an Education, Health and Care Plan (EHCP).

For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the interventions we offer to all learners (watch list), then also to those students with identified needs (SEN Support and Statement / EHCP).

RECORDING AND MONITORING SEN/D STUDENTS WITHIN THE COLLEGE

Students identified as having a special educational need will now be added to the SEN register under two main categories in accordance with the new SEN Code of Practise (2014), these will be either Statement / EHCP or SEN Support (K). Students in receipt of a Statement of Educational Needs will be recorded in the same way unless they have been transferred onto an EHC Plan. Students recorded as SEN Support will be those who, despite having received targeted teaching to address their weaknesses, require additional support to make expected progress.

They may:

Reference:	Approved by:	Date:	Review:

- Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Present persistent emotional social or mental health difficulties;
- Have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Have an alternative curriculum in place to facilitate individual progress and achievement

Further additional support, though the DAF 1 and DAF 2a 'My Plan', may be needed if a student continues to struggle to make progress despite having individualised support. This additional need for support will be triggered when the student is:

- Continuing to make little or no progress in specific areas over a long period
- Continuing working at national curriculum levels substantially below that expected of students of a similar age
- Continuing to have difficulty in developing literacy and numeracy skills
- Having emotional, social and mental health difficulties which substantially interfere with the student's own learning or that of a class, despite having individualised support strategies in place
- Having sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Having on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENDCo may also seek advice from the Educational Psychologist who may observe the student in lessons and liaise with parents/carers and staff to share effective learning strategies for the student.

A grid has been created which displays the criteria needed to be identified on the College register as having a Special Educational Need; this is in line with the new SEN Code of Practice (please see attached).

From September 2014, there will not be any new Statements of Educational Needs. Therefore, if a student on SEN Support who already has a DAF 2a 'My Plan' continues to struggle both academically or socially then it might be appropriate for the College to apply for additional funding. This will be through a new assessment called the DAF 3. This additional funding may then require the College to put in place the right provision to ensure that the student begins to progress. In a minority of cases, the parent or SENDCo will request the LA to make an EHC assessment which could result in an Education, Health and Care Plan (EHCP). Any such provision is arranged, monitored and reviewed by the LA with input from the College and other relevant agencies. Reviews of these plans are conducted annually.

Reference:	Approved by:	Date:	Review:

Advice and guidance is offered to parent/carers of these students at all stages.

EXAM ACCESS ARRANGEMENTS

Access arrangements are for students who require support in exams. This is based on evidence collected from class teachers in liaison with the SENDCo. For some arrangements, students have to be assessed and the arrangement applied for from the exams board e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor can be granted by the College, but evidence of need must be collated and stored on file.

The College is required to log evidence to show the need for this support as it has to be the student's usual way of working. Students are screened using LUCID Exact and if eligible will be seen by a specialist assessor, Janet Davis at the beginning of Year 10. Additional assessments will then be carried out to find out whether the student will be entitled to any special arrangements. An application will then be made to the exams board for the access arrangements and parents/carers will be notified. For any queries regarding exam access arrangements a meeting can be organised with the following members of staff:

SENDCo

SENDCo Assistant: SEN Exams Coordinator

WORKING WITH EXTERNAL AGENCIES

Every member of teaching and support staff is fully committed to supporting those students with SEN/D and implementing a range of teaching strategies to meet their needs and ensure they reach their potential. We also work very closely with a wide range of external agencies from Health, Education and Social Services to provide expertise and training for staff. Such is the importance of this that the College has committed to employing certain key roles to work within the College including a College nurse, counsellor, restorative approaches coordinator and family worker. Our work with external agencies has also led to the College being awarded the Devon Inclusion Awards for both Autism and Dyslexia.

SEN/D STUDENT TRANSITION

We believe that it is essential that students with SEN/D have a successful transition from Primary to Secondary and then on to higher education.

KS2 to KS3 (Year 6 to Year 7)

- If a student has a Statement/EHC Plan the SENDCo or appropriate member of the Learning Support team will attend annual review meetings.
- During the course of Year 6 the SENDCo and members of the Learning Support team will visit students transferring to the College. They meet the students and their parents/carers on an initial visit and then invite students who require additional support to visit the College during the College day, either on an individual basis or in small groups to familiarise them with the College and key staff.
- Year 6 students will also be invited to our two induction days, which takes place towards the end of the Summer term. This is followed by an evening for parents/carers, where any information about their child can be shared with staff at the College, including tutors, the SENDCo and other key members of staff.
- If a student has a statement/EHC Plan or SEN support at primary school, there will be a transition plan to ensure that their needs are met as soon as they start in Year 7. All students starting in Year 7 are assessed during their first half term and we put these assessments together with information from the primary school and any available teacher assessments and observations to ensure:
- The most appropriate support and teaching group along with appropriate interventions if required.

Reference:	Approved by:	Date:	Review:

KS3 to KS4 (Year 9 to Year 10)

- During the Spring term of Year 9, we hold an Options Evening where parents/carers are invited into the College to discuss the various options available for their child. Students identified as SEN/D will have access to staff from the Learning Support department for advice.
- If a student has a Statement of SEN or an EHC Plan, the Annual Review in Year 9 is a Transition Review, where options for after Year 11 start to be considered and decisions made about courses of study in Years 10 and 11.

KS4 to KS5 (Year 11 to Year 12)

- We work closely with Careers South West to ensure that students with a statement / EHC Plan or those with a disability have a Transition Plan in place.
- The main aim of the plan is to focus on ensuring that SEN/D students access the correct course and where necessary, ensuring that the right level of support is provided at the post-16 establishment.
- During the Year 11 Statement Review students are supported to develop their understanding of the range of post-16 options that may be available to them and we invite representatives from their chosen post-16 establishment to ensure a continued level of support.
- Any SEN/D student transferring to the Sixth Form will have a needs assessment and the Learning Support Department will ensure that the correct provision is in place. This may involve applying to County for additional funding.

Transferring to a New School

If the decision is made for a student to transfer to a new school, we liaise closely with staff at the new school and provide them with all the necessary information about your child, including their student files, so that appropriate arrangements can be made to make the transition from one school to another as smooth as possible for him/her. All students and parents/carers (if the student agrees at 16+) are welcome to see their files.

PARTNERSHIP WITH PARENTS/CARERS

- We have established positive working relationships with parents/carers and students with SEN/D.
- We recognise the importance of the parent's/carer's contribution to the decision making processes of a student who may have SEN. The College will provide information in a manner accessible to all parents/carers, some of who may also have literacy or sensory needs.
- Learning Support members of staff are available to talk to during every parent evening, progress day or GCSE options evening.
- Likewise, parents/carers of SEN/D students are encouraged to make contact with the Learning Support department if they wish to discuss the progress or provision that has been provided for their child.
- We understand that there will be a number of disabled parents/carers of children within the College, and we work to try to ensure they are fully included in parents/carers activities. We also endeavour to make sure that we hold parents/carers' meetings in areas that are accessible and that accessible parking is available. We arrange BSL interpreters for those parents/carers who require it (we need to have confirmation of attendance and the need for the service in order to make a booking).

SUPPORTING STUDENTS AT COLLEGE WITH MEDICAL CONDITIONS

- The College recognises that students at College with medical conditions should be properly supported so that they have full access to education, including school trips

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- and physical education. Some children with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SUPPORTING STUDENTS WHO ARE LOOKED AFTER IN LOCAL AUTHORITY CARE

The College recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at College:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of College
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in College
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where

Reference:	Approved by:	Date:	Review:

necessary, the carers and a member of the Virtual School team.

- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making

Our College will work closely with the county's Virtual School (VS) for Children which promotes the educational needs of Children in Care (Children Looked After) and monitors admissions, PEP completion, attendance & exclusions.

EVERYONE'S ROLE IN SUPPORTING STUDENTS WITH SEN/D

The role of the Governors

- Appointed a member of staff to be the Special Educational Needs / Disability Coordinator
- Delegated powers and responsibilities to the Principal to ensure all College personnel and visitors to the College are aware of and comply with this policy
- To ensure that provision of special educational needs is of a high standard
- To have regard to the Code of Practice (2014) when undertaking its responsibilities
- To report to parents/carers on the effectiveness of the College's special educational needs policy
- Responsibility for ensuring that the College complies with all equalities legislation
- Nominated a designated governor with responsibility for SEN to visit the College regularly, to liaise with the Principal and the SENDCo and to report back to the MAT Board
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents/carers
- Nominated a SEN governor to visit the College regularly, to liaise with the Principal and the SENDCo and to report back to the MAT Board
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The role of the SENDCo

- Work with the Principal to oversee the day to day provision for students with special educational needs within the College
- Inform parents/carers when SEN provision has been made for their child
- Lead the development of special educational needs throughout the College
- Provide guidance and support to all staff
- Organise and manage the team of TAs in partnership with senior members of the Learning Support department
- Track the progress of children with special educational needs
- Organise training for College personnel
- Keep up to date with new developments and resources
- Liaise with parents/carers
- Organise DAF 2a and Annual Statement reviews
- Apply for DAF 3 additional funding if required
- Meet with outside agencies
- Work with feeder or transition schools
- Review and monitor all students on the SEN register
- Termly report to the MAT Board on the success and development of special educational needs

Reference:	Approved by:	Date:	Review:

Role of the class teacher

- Be aware of the College's policy for the identification and assessment of students with special educational needs and the provision it makes for them
- Prepare high quality lessons that engage all students by stretching the most academically able whilst including those with cognitive difficulties
- To take responsibility for the progress made by ALL students including those with SEN/D
- deliver differentiated programmes for each SEN/D student as detailed in their Student Profile or by their primary need
- Identify on seating plans those students with SEN/D and record classroom interventions as required
- Comply with all aspects of this policy
- Undertake appropriate training
- Inform the SENDCo when they have concerns about a student

Role and rights of Parents/Carers

We encourage parents/carers:

- To work closely with the College in order to develop a partnership that will support SEN/D children
- To attend annual reviews and DAF meetings
- To support children with additional needs at home by developing literacy and numeracy skills e.g. reading together before bedtime.
- To communicate effectively with College

Role and rights of Students

We encourage students with special educational needs to understand their rights and to take part in assessing their needs:

- Setting learning targets
- Attending and contributing to the annual review
- Attending and/or contributing to DAF reviews
- Completing their pages of the 'Listen to me and my family' about themselves

Reference:	Approved by:	Date:	Review:

DEALING WITH COMPLAINTS

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Principal.

ADMISSION ARRANGEMENTS FOR SEND STUDENTS

No child will be refused admission to the College on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the College, as agreed with the Local Authority*). You can also receive a printed copy from main reception upon request.

ADDITIONAL SEND INFORMATION FOR PARENTS/CARERS

For information regarding what the local offer is for students with SEN/D in Devon and forthcoming opportunities to learn more about the recent changes in SEN legislation, the following two websites are useful.

<https://new.devon.gov.uk/send/>

<http://www.devonsendpathfinder.info/>

For impartial advice concerning the SEN provision for your child then contact the Devon Parent Partnership:

<http://www.parentpartnershipdevon.org.uk/>

There are a great number of key terms used in SEND education if you would like help understanding them please see:

<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>