

ABBHEY COLLEGE POLICY

Special Educational Needs and Disability

This policy is to promote the successful inclusion of young people with Special Educational Needs and disabilities (SEND) at Abbey College, Ramsey.

Definition of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provisions to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools of mainstream post 16 institutions.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.”

I. Rationale:

Abbey College aims to meet the challenges of inclusion, access and achievement as identified in recent government initiatives. Our vision is that the College will be a centre of excellence where all young people are given the opportunity and challenges to achieve their full potential. We want all students to achieve their best through hard work and perseverance, become independent learners and develop respect for themselves and others. The school recognises that some students find learning significantly more difficult than many of their peers. Such differences may be due to:

- a relative lack of ability
- a specific learning difficulty
- emotional, social and behavioural difficulties
- disabilities that prevent students making full and effective use of the facilities provided

This policy has been produced in recognition of the school’s statutory responsibility under the Children and Families Act 2014. This policy has regard for the principles and procedures outlined in the revised Code of SEND Practice 2001, the SEND and Disability Act 2001, and the Equality Act October 2010. This act brings disability, sex, race and other grounds of discrimination within one piece of legislation and also makes changes to the law. More details about the reforms and the SEND Code of Practice can be found at the DfE website.

The school aims to:

- identify students with SEND promptly
- identify their specific need
- ensure these students have full access to a broad and balanced curriculum make special provision for such students whenever appropriate thus ensuring their fullest integration into the life and work of the school

- ensure that the views of the student receive appropriate consideration and that they are involved in the planning of their education
- raise the achievement of all students at the school
- ensure all students and prospective students have full access to all aspects of school life and there are no cases of discrimination

3. Guidelines:

3.1 Roles and Responsibilities

The school recognises that all members of staff have responsibility for students with SEND as appropriate to their role in College. It is the responsibility of staff to:

- be aware of whole-school policies and procedures regarding SEND and in particular the issues of access for disabled students
- make themselves aware of students entering the school who may experience learning difficulties
- be aware of the SEND of students they teach or support
- be aware of their own individual subject area policy for students with SEND
- provide appropriate teaching, learning and assessment for students they teach or support who may have learning difficulties, taking note of individual plans and advice
- provide information to facilitate reviews
- register any concerns regarding individual students with colleagues as appropriate

The Special Educational Needs Co-ordinator will need time away from the classroom since it is their responsibility to:

- oversee the day to day operation of the school's SEND Policy
- co-ordinate the identification and provision for students with learning difficulties
- communicate with the pastoral team in making provision for students who experience both learning and behavioural difficulties
- oversee the records on all students with special educational needs and disabilities
- co-ordinate the formation of Individual Plans
- allocate resources relating to students with SEND
- liaise with and advise colleagues on meeting the needs of students with SEND
- liaise with parents/carers/students as and when appropriate
- liaise with feeder schools
- liaise with external agencies including the Local Authority's support and educational psychology services, health and social services, locality and voluntary bodies
- manage the learning support team and teaching assistants (TAs)

3.2 Transition

Prior to transition from primary schools, information will be collected regarding students with SEND. In the majority of cases, SEND will have been identified during the primary years, and relevant information will be shared with colleagues. Extra visits to Abbey College prior to transfer can be arranged where it is deemed to be helpful. There will be liaison with support agencies as appropriate.

The SENCO or designated members of the learning support team will meet with staff from feeder primary schools, to receive information and records regarding students transferring to ensure a smooth

transition. The SENCO or designated members of the Learning Support team will attend all Y5 and 6 annual review meetings.

3.3 Allocation of Resources

We will seek to provide resources to enable all students to have appropriate access to opportunities within the school. TAs will work directly with students across all areas of the curriculum. To make optimum use of resources, TAs will rarely exclusively support one named student, but will support a range of students within any given learning situation, providing there is no disadvantage to the students to whom they are nominally allocated. Students are encouraged to work independently whenever appropriate.

The school will provide individual and small group support for students experiencing difficulties with learning or adapting to the expectations of school, for example through the use of literacy, numeracy, behaviour, social skills, brain stimulations, or communication groups, extended work experience and college links. Resources of a specialised nature are usually supplied by the Local Education Authority, but can be provided by the school if necessary. The school has a number of battery powered word-processing keyboards available to support access to the curriculum. We assess and provide coloured overlays to further support access to the written word. All students have access to the school intranet at home.

3.4 Teaching Assistants

The school has 4 HLTAs, who are specifically linked to key areas. The school also has 13 TAs that work in the classroom in small groups or one to one with students. Level 3 TA's have an added responsibility to engage parents in dialogue to develop supportive learning strategies in the home.

3.5 Identification, Assessment and Review

Prior to the start of a new academic year, the SENCO will gather information on those incoming students with identified SEND. The SENCO works closely with the Pastoral Team to ensure information is available to all relevant staff. It may be necessary to make early interventions to ensure students with a disability have full access to the life of the school. A nurture group called "The Bridge" is available for identified students to aid transition and accelerate their progress in literacy, numeracy and social development. Intervention meetings highlight students who are falling below expected targets on the VIVO system. The meeting targets early intervention, monitors success and where necessary triggers more intensive support via the graduated response as outlined in the revised SEND Code of Practice. The CAF may be used to record these interventions.

This information will be gathered from a variety of sources:

- feeder schools
- statement of SEND/Education Health Care Plan
- Educational Psychologist
- parents/carers
- medical services
- Secondary Support Service
- other external agencies

3.6 SEND Support:

Despite effective interventions if, a student requires additional support to make accelerated progress, specialists from outside school are called in to advise and support. The student and parent/carer are involved in reviews and subsequent target setting.

A statutory assessment is requested where students have complex and long term needs. If successful, the resulting Education Health Care Plan will provide additional support over and above the provision available to all students.

3.7 EHCP:

This is a legal document, which outlines needs and how to address them. It details the additional resources required to ensure appropriate provision for the student. The statement must be reviewed annually with parents/carers, outside agencies and student participation.

3.9 Partnership with Parents/carers

The school will endeavour to inform and involve parents/carers in all decisions and support required for their children. With the increased use of computers Parents/carers can now receive information electronically and many maintain contact with staff via email.

3.10 Student Participation

The United Nations convention on the Rights of the Child indicates that,

“Children who are capable of forming views have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.”

At Abbey College students are central to the SEND processes. The perceptions of their teachers will be shared with them; their opinions on their performance will be sought. Targets for their plans will be negotiated with them. Their presence will be essential at review meetings; their views on the provision being made for them will be sought and taken into account in future planning. Students will be enabled and encouraged to participate in all decision-making processes that occur, in the knowledge that they will be listened to and their views valued.

3.11 In-service training

The main foci of INSET will be to:

- inform staff of new legislation and the implications for their work within the classroom
- ensure staff are aware of the SEND policy, its procedures and the part everybody has to play in its implementation
- use formal and informal day-to-day working contacts between staff and members of the Learning Support Department as a way of developing more effective teaching and learning strategies

3.12 Links with Support Services

The school will make use of external support services and agencies to help in the identification, assessment, provision, monitoring and review of students with SEND. The SENCO and other members

of the pastoral team will liaise with, collate and store information from these agencies. This storage is in line with local guidelines on sharing information.

The following services and agencies will be used, as appropriate:

- The Educational Psychology Service
- The Secondary Support Service
- School Doctor/Nurse
- Speech Therapy Service
- Occupational Therapy Service
- Physiotherapy
- Visually Impaired Service
- Hearing Impaired Service
- GPs and other medical services
- Education Welfare Service
- Social Services
- Multicultural Service
- CREDS
- Voluntary Organisations
- Locality team
- YMCA

3.13 Monitoring and Evaluation

The school will assess the effectiveness of the SEND policy regularly. To carry out this monitoring and evaluation, information will be gathered from staff within school, parents/carers, students and visitors to the college.

Information will be requested about:

- the effectiveness of the systems for identifying and assessing students
- the effectiveness of record keeping
- the extent to which procedures have been helpful
- the time taken to administer the new procedures
- the adequacy of resources, both human and material
- the way in which the wishes of the student are taken into account
- the use of resources to ensure the needs of all students are met
- the working partnership of educational professionals and parents/carer
- the extent to which standards measured by external accreditation have improved generally across groups of students with identified SEND

The governing body will produce annually, a report on the effectiveness of the school's work towards meeting the needs of students with SEND.

4. Indicators of success will include:

- effective dissemination of information regarding students with SEND
- involvement of all staff in monitoring/reviewing process
- consensus regarding which students are identified as having SEND
- the wishes of students are taken into account

- educational professionals and parents/carers work in partnership
- provision for each student is reviewed regularly
- students with SEND are fully included in the school and local community
- students achieve academic success and develop the skills to succeed in further education or the work place
- The school can demonstrate a student's improvement in terms of learning or behaviour

5. Complaints

Any complaint about the special educational provision for a particular student should, in the first instance, be passed to the SENCO who will investigate the matter. The school's response to this complaint will be passed to the parents/carers through the Head teacher. If parents/carers are not satisfied with the response, they may refer the matter to the Governing Body.

6. Conclusion:

Effective application of this policy should ensure all students with learning differences are able to play a full part in the life of the school and reach their full potential.

Policy Developed By:	Sue Cornwell
Reviewing Committee:	Learner Progress – Then Full Governing Body ratification
Frequency of Review:	2 years
Date Last Reviewed:	24.11.15 and ratified at Full Governors 08.12.15
To be Reviewed By:	Autumn Term 2017

Glossary

CAF	Common Assessment Framework
CREDS	Cambridgeshire Race Equality and Diversity Service
EHCP	Education Health Care Plan
HLTA	Higher Level Teaching Assistant
ICT	Information Communication Technology
PA	Personal Advisor
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
TA	Teaching Assistant