



EMMANUEL SCHOOLS FOUNDATION

Emmanuel College



Special Educational Needs and Disability (SEND) Policy



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1. The Vision, Values and Broader Aims of Emmanuel College for Students with SEND

Emmanuel College Values

Emmanuel College (the “College”) values all students. All students have an equal right to an education which enables them to develop fully their personal, social and intellectual potential. There is a strong commitment to high achievement, and to providing all students with a high quality education appropriate to their individual needs. Students with Education Healthcare Plans (EHCP, also known as Single Plans) and SENs applying to the College are subject to the College’s standard admissions criteria and appropriate accessibility arrangements.

All teachers of students with SEND are responsible for their progress and development. To reflect this, specialist SEND provision is known as ‘Individualised Learning.’

The College also works positively and proactively with parents and others involved.

Aims and Objectives

Aims

The overarching aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve well and develop well, both as individuals and as members of Emmanuel College.

To this end, the College aims to:

- ensure access to a broad, balanced, relevant and differentiated curriculum, whatever the ability, gender, ethnic origin, faith, social background, special educational need or disability of students;
- ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND in order to ensure that at least expected progress is made across the curriculum;
- make sure that additional support and resources are well targeted and meet the needs of individual students;
- assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring;
- continuously monitor and evaluate the effectiveness of provision for all students, including those with SEND to ensure that the College is providing equality of educational opportunity and value for money;
- promote high expectations of all students in all areas of College life;
- promote positive partnerships with parents, involving them in their child’s learning and achievements;
- ensure appropriate use of the expertise of external agencies;
- ensure policy and procedures of Special Educational Needs are known, understood and followed by all members of staff accordingly.
- Include Pupil Premium students in appropriate interventions that will benefit their learning.

Objectives:

- To identify and provide for students who have special educational needs and disabilities at the earliest opportunity, meet their needs, and review their progress regularly.
- To work within the guidance provided in the SEND Code of Practice 2014.

- To promote children’s self-esteem and emotional health and well-being, and help them to form and maintain meaningful relationships based on respect for themselves and others.
- To sustain a “whole child, whole college” approach to the co-ordination and provision of support for Special Educational Needs and Disabilities.
- To provide support and advice for all staff working with students with Special Educational Needs and Disabilities to ensure that every teacher is a competent teacher of every student, including those with SEND through well-targeted and continuing professional development.
- To develop and support the role of the Individualised Learning Coordinator to work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND.
- To map provision across Emmanuel College to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all.
- To work in cooperative and productive partnership with Local Authorities and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners.

Feedback

Feedback from parents indicated that students with EHCPs did not always feel they had the consistency of regular meetings in the same way that students on the Tier 1 register had and that issues were sometimes not picked up and discussed because everything fell to the Annual Review meeting. The decision this year has therefore been to include EHCP students’ parents in the termly review meeting cycle. Parents of incoming Year 7 students have requested earlier feeding back of information confirming we are aware of their child and their needs as this information can often be difficult to retrieve from primary schools. This is something we will explore next summer in order to improve this for future cohorts.

As the cycle of termly review meetings gets underway, parents will also be invited to provide feedback as to how the provisions offered by the Individualised Learning department can be improved.

2. Definition of Special Education Needs:

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

The 2014 SEND Code of Practice states that a child 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;
- has a disability preventing or hindering use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

The College’s philosophy as outlined above is actively promoted by all members of the College community. All students, irrespective of their ability, gender, ethnic origin, faith, social background or disability have access to a broad, balanced and differentiated curriculum.

High expectations are expected and maintained for all students in all aspects of College life.

Positive partnerships with parents are maintained, involving them in their child’s learning programmes and achievements. Policy and procedures on special educational needs are known, understood and followed by all members of staff accordingly. The College ensures teaching and support staff have appropriate and up to date training so they are able to meet the needs of SEND students.

The Local Governing Body, the Principal and all staff ensure that the appropriate provision is made for any student who has special educational needs.

All students are included in lessons by teachers making appropriate adjustments.

The College offers all students, including those with SEND, high quality teaching within a broad, balanced and relevant curriculum so that they can reach their full potential and maintain their self-esteem.

The College establishes close communication with parents so they are aware of the provision being made, and how the needs of their child are being addressed.

Students with SEND are identified early in their College career, allowing effective provision to be put in place thus improving long term outcomes.

Difficulties which may not be related to SEND

Some students in the College may be underachieving, perhaps caused by a poor early experience of learning, but they will not necessarily have a special educational need. It is the College's responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'.

Difficulties related solely to English as an additional language are not SEND. Emmanuel College assesses all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from special educational needs or a disability.

The following concerns may impact on a student's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

3. Identification and Assessment of and Provision for Students with SEND.

The College works closely with feeder primary schools to ensure that all information held on students who have additional needs on entry to Year 7 is passed to the SENCo and the Head of Lower School. The SENCo, who is the Individualised Learning Coordinator, and members of the IL team attend SEN Support and Single Plan review meetings held in the summer term prior to any Year 6 transition activities. Parents are invited to attend these meetings and any concerns they may have about their child's transition to The College can be discussed.

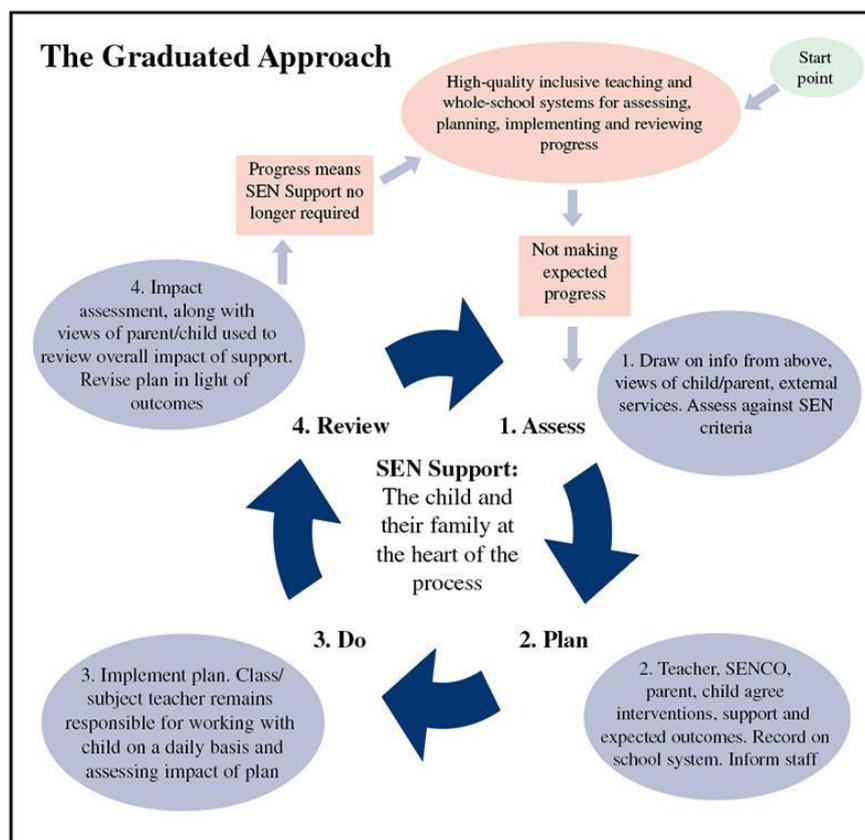
All incoming Year 7 students undergo a Cognitive Abilities Test. The results from this assessment are used in conjunction with Year 6 SATs scores to ensure students are placed in classes suited to their ability. These tests are also used to support the information given by primary schools.

Year7 students also have their reading skills assessed on entry.

Provision is the responsibility of the class teacher through a cycle of “assess-plan-do-review” which involves:

- careful planning which takes into account the needs of all the students;
- teachers having professional development to equip them to teach students with particular needs;
- strategic help, with the teacher targeting tasks for students who need more input or guidance and the use of specialist support from IL department and LSAs;
- work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources
- Regular assessment of progress and attainment which informs future intervention.

This graduated response is illustrated below.



The College offers a variety of provision for students with SEND. Whenever the need arises students are placed in sets so the pace of work and the resources can be tailored to their needs.

Additional provisions made in the College include:

- Support from LSA within mainstream lesson
- Mentoring
- Reading/ spelling/ handwriting support
- Accelerated reader programme

- Literacy group
- Access to a word processor
- Access Arrangements for in class tests and external assessments

The Individualised Learning Department caters for general and specific learning difficulties. The Individualised Learning Coordinator is responsible for co-ordinating provision and support for all students with an Education, Health Care Plan (Single Plan) and those with academic needs at SEN support level. The Assistant Individualised Learning Coordinator has specific responsibilities within key stage 3 and 4 for monitoring and updating access arrangement provisions. The Code of Practice provides a framework for informing practice. The Individual Learning Coordinator keeps a SEND register identifying those at SEN Support and Education, Health and Care Plan (EHCP or Single Plan) levels. A two tier SEND Register is utilised with those at EHCP and SENs in Tier 1 and those who staff must monitor and be aware of but are provided with no specific interventions are placed at Tier 2. This is communicated to all teaching staff.

Each tutor/class teacher has responsibility for the educational and pastoral care of the students within his/her class. The tutor/class teacher, therefore, is usually the first person to identify the student who is failing to progress. The importance of the tutor/class teacher in identifying a concern and responding to that concern is paramount. When staff become concerned about the progress of a student they are encouraged to put interventions in place to support the student and seek support from their Head of Department in the first instance before involving the Individualised Learning Department.

Facilities for Disabled Students

The College buildings are accessible to wheelchair users. There is a lift, disabled toilets in key locations, ramped access and wide corridors. Evac chairs are placed in stairwells to be used in case of the activation of the fire alarm. Floors are carpeted throughout and encourage a very quiet teaching environment.

Levels of SEND and Support

Concern Level (pre Code of Practice level)

Before determining if a child is to be designated SEN Support, the teacher will observe the student more closely, talk informally to parents and the student and try strategies/differentiation of the curriculum to overcome the student's difficulties. The class teacher will also consult with the Individualised Learning Coordinator and evidence will be gathered from student performance and staff views.

When a student is identified as having SEND the College intervenes at **SEN Support**. The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all students will progress at the same rate. A judgement will be made in each case as to what it is reasonable to expect a particular student to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the student to learn more effectively. Whatever the level of students' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and their peers;
- prevents the attainment gap growing wider;

- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the student's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the student's behaviour

SEN Support

Students at SEN support will have:

- made little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- shown signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- presented persistent emotional or behavioural difficulties which are not ameliorated by supportive strategies usually employed in the College;
- sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment;
- communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum

The Individualised Learning Coordinator takes the lead in:

- further assessment of the student's strengths and weaknesses;
- planning future support for the student in discussion with colleagues;
- monitoring and reviewing the action taken
- referring the student to other professionals for more specialist assessment and/or intervention where necessary
- ensuring parents and the student are consulted and kept informed of action.

Class teachers/tutors

- remain responsible for working with the student on a daily basis;
- ensure work is differentiated to meet the learning needs of the student.

Pupil Premium

Data shows that there is a link between SEND students and those entitled to Pupil Premium and statistics indicate that 30% of SEND students are also Pupil Premium. Whilst interventions for students initiated by the IL Department are typically targeted at students as a result of SEND need there is often opportunity to include Pupil Premium students in SEND initiatives and support programmes, especially those who struggle academically due to social or financial deprivation. Many of the initiatives run by the IL Department are funded through money for students with higher learning needs, but some Pupil Premium funding can be used in this instance.

For example, studies have shown that one of the greatest causes of the attainment gap between Pupil Premium students and their peers is poor literacy skills. Programmes in school such as the Reading Mentor programme can be used to help target these students. In addition to this, the Homework Club

provision allows these students access to staff and resources to support their homework and their learning needs. Every year data is produced to show whether the attainment gap has been closed between SEND and non- SEND students and within this data PP students are also considered to see if more effective measures can be put in place to support these students and their peers.

Nature of the intervention

Individualised Learning Coordinator and class teacher decide on the courses of action based on previous assessment. In addition to this, external agencies or specialists may be involved in the care and provisions made for students. Specialists will offer strategies, interventions or additional targets or they may provide specialist assessments or resources. They may act in an advisory capacity, or be involved in working with the student directly.

Review of progress will be undertaken by the Individualised Learning Coordinator based on termly assessment reviews. Reviews will document the advice and support provided or advised within student records. Parental consent will be sought before engaging with external agencies. If strategies at SEN support show that a student may need further support to help their progress, the teacher should discuss this with the Individualised Learning Coordinator. Records of evidence are vital within this process. This may then lead to a request for statutory assessment of the student's educational needs and the writing of an Educational Health Care Plan (Single Plan)

Working with Students with Education Health and Care Plans (EHCP)

Additional support for students with Education, Health and Care Plans is organised to ensure that the objectives listed in the Single Plan can be met. Education, Health and Care Plans have replaced Statements of Special Educational Need following on from the 2014 Code of Practice. Education Health and Care Plans are often referred to as Single Plans.

The delivery of the curriculum continues to be the responsibility of the class teacher with monitoring and evaluation by the Individualised Learning Coordinator responsible for IL through the Statutory Annual Review.

Access arrangements

Access arrangements allow students with special educational needs, learning difficulties, disabilities or temporary injuries to access an assessment. Students are able to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind many access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. In this way, the College will comply with the duty of the Equality Act 2010 to make reasonable adjustments.

Emmanuel College aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any learning, medical or psychological difficulty they may experience. The College will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 1 September 2016).

Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working'; for example, the use of a word processor can be used by a student if this truly represents a student's normal day to day method of working. The provision is put in place to address an underlying difficulty such as speed of handwriting, medical condition, physical disability, sensory impairment, planning and

organisational difficulties or poor legibility. The decision to apply for access arrangements is the College's based on evidence of a history of need, history of provision and a specialist teacher access arrangements report.

Personal Profiles

Some students at SEN Support and all students at Single Plan level will be issued with a Personal Profile, drawn up by the Individualised Learning Coordinator in consultation with the student and his or her parents/carers. In a similar way to an Individual Education Plan (IEP), the Personal Profile sets out the student's specific learning needs alongside ways in which staff can provide support, and sets appropriate targets for the student to achieve throughout the course of the year. It also celebrates the achievements of students in the previous year. Written by the student and facilitated by a member of the Individualised Learning Team, Personal Profiles are then sent home for consultation with parents. They are reviewed at least twice a year.

Monitoring

The progress of each student on the SEND Register is tracked through interim reviews and College reports. This enables an analysis of the progress of individual students. Additional information is provided by the support staff and specialist teachers.

Management meetings between the Principal and Individualised Learning Coordinator are the forum for the strategic monitoring of IL issues. The Academic Vice Principal's meetings with the Individualised Learning Coordinator and those with Heads of Department monitor the curriculum provision.

Exit Criteria for additional SEND support

When a student has made progress in their area of need sufficient that they no longer require any provision that is **different from or additional** to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents and the student, the student may be removed from the College SEND register or move from Tier 1 to Tier 2.

4. Links with Specialist Services

The College has close links with the partner and feeder primary schools and with other specialists, including

Health:

- Newcastle Audiology Department
- Speech and Language therapy
- Physiotherapy
- Occupational Therapy
- School Health Service
- Hospital Teaching
- Primary Mental Health
- CYPS
- Social Care Teams including the Complex Needs Team

Education:

- Hearing Impaired Specialist
- Visual Impaired Specialist
- Educational Psychologist
- SENIT (Special Educational Needs Improvement Team)
- High Incidence Needs Team
- ASD Support Service
- Connexions Service
- Behaviour and Attendance Improvement Team

Employability and Skills Services

Education Welfare Services

5. Storing and managing information

Student SEND records will be kept in accordance with the Department for Education guidance contained in "Statutory Policies for schools" (February 2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

6. Complaints

If there are any complaints relating to the provision or organisation of SEND, these will be dealt with in the first instance by the class/subject teacher and Individualised Learning Coordinator, Vice Principal then, if unresolved, by the Principal. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the College complaints procedure (see separate Complaints Policy).