



Statement of Intent

Emmanuel College works with parents in nurturing and shaping the characters and minds of the next generation. We believe that children are infinitely precious and gifted for a purpose, bearing the image of their creator; each child, therefore, has a valuable contribution to make to society, using those gifts they uniquely possess.

In order to prepare students to make such a contribution, they are taught a curriculum that designed ultimately to lead students towards wisdom. Students are enabled, through the curriculum, to:

- acquire knowledge and skills for a purpose and gain a solid understanding of the world in which they will live;
- cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly.

The College curriculum is knowledge-rich, where knowledge is defined as 'that which we believe to be true' and the curriculum is defined as 'what we choose to teach' in disciplinary areas. Within this curriculum, knowledge is the starting point for students' understanding and application of any given body of knowledge, with the purpose of gaining mastery.

It is the College's deeply held conviction that **all students at College should be able to access and master the curriculum they are taught, to acquire knowledge and skills, develop character and grow in wisdom.**

However, it is also our deeply held conviction that **personal worth and the development of character and wisdom is not related to academic ability or relative academic performance.** This is the starting point for the special needs and alternative provision at Emmanuel; this creates a culture which values a student achieving their personal best in gaining mastery in regard to knowledge and skills over and above 'coming first'.

All students have an equal right to an education, which enables them to develop fully their personal, social and intellectual potential and to grow in character. It is our aim to ensure all students make excellent progress and receive high-quality education, appropriate to their individual needs. All pupils are encouraged to take part in co-curricular activities in order to help them develop confidence and build character.

Mrs Scott, Assistant Vice Principal: Student Support is the SENDCo. All teachers share the responsibility of ensuring students with SEND make as much academic progress as those without. SEND is overseen by the SENDCO and the SEND department, within which work a team of highly skilled and trained Learning Support Assistants (LSAs).

The SENDCO works closely with the Vice Principals, who are responsible for conduct, character and achievement of all students at Emmanuel College.

Aims and Objectives

Aims

The College aims to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve their personal best academically.

To this end, the College aims to:

- Ensure a broad, balanced and ambitious curriculum for all students, regardless of ability, gender, ethnic origin, faith, social background, special educational need or disability of students.
- Plan the curriculum purposefully to enabling all students to gain mastery in their chosen subject areas and ensure that all lessons meet the needs of all students, including those with SEND, to ensure SEND students make progress in line with their peers 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 including exemplary standards of behaviour always consistent with the Student Code of Conduct.
- 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 in conjunction with the Pupil Premium spend and policy.

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 students' 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 provide support, appropriate training 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 SENDCO to work within the SEND Policy by completing exemplary and up to date training and, in turn, providing 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 exemplary 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.

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.

Identification, 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 SENDCO and the Head of Year 7 and they endeavour to attend review meetings in the primary schools in order to ease transition.

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.

Students can be added to the SEND register at any point during their time at Emmanuel. This is a process that involves close observation, discussions with parents and students and the trial of interventions. A range of different tests are also used to support evidence gathered.

When a student is identified as having SEND the College intervenes at **SEND Support**. The key test of the need for action is concern about current rates of progress or students' ability to work well within the mainstream lesson provision of the College. 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 a concern, it will be necessary as a first step 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, and mastery of, the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the student's behaviour.

Exemplary classroom provision is the responsibility of the class teacher in line with *Excellence in the Curriculum*, which involves:

- careful planning which takes into account the needs of all the students;
- teachers gaining appropriate professional development to equip them to teach students with particular needs;
- strategic help, with the teacher designing tasks for students who need more input or guidance and the use of specialist support from the SEND team;
- 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.

The College offers a variety of provision for students with SEND. As a starting point, students are placed in sets so the pace of work and the resources can be tailored to their specific needs.

Additional provisions made in the College include:

- support from LSAs within mainstream lessons;
- mentoring;
- reading/spelling/handwriting support;
- literacy groups;
- access to a word processor;
- access arrangements for in class tests and external assessments;
- one-to-one work;
- short-term interventions;
- co-curricular interventions.

The SENDCO keeps a SEND register identifying those at SEND Support and Education, Health and Care Plan (EHCP or Single Plan) levels. This is split into three categories:

- those with an EHCP;
- those who receive additional support (SEND Support);

- those who are being monitored, but at this point do not require planned interventions (SEND monitoring).

This is communicated to all teaching staff.

SEND Support

Students at SEND 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 in lessons 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 or tailored curriculum.

The SENDCO is responsible for:

- 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:

- know the students in their classes and cater for their individual needs accordingly;
- remain responsible for working with the student on a daily basis;
- ensure work is carefully planned to meet the learning needs of the student.

Nature of the intervention

Classroom teachers use the information gathered at each review meeting to ensure they provide adequate strategies and interventions for students appropriate to their subject. LSAs work with students to provide additional support both in and out of lessons to help meet individual targets. In addition to this, external agencies or specialists may be involved in the care and provisions made for students. Specialists may act in an advisory capacity, or be involved in working with the student directly.

Progress reviews are undertaken by the SEND department using data collated during academic 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 SEND support show that a student may need further support to help their progress, the teacher should discuss this with the SENDCO. 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 (EHCP).

Working with Students with an EHCP

Additional support for students with an EHCP is organised to ensure that the objectives listed in the EHCP can be met. EHCPs have replaced Statements of Special Educational Need following on from the 2014 Code of Practice.

The delivery of the curriculum continues to be the responsibility of the class teacher and respective Head of Department with monitoring and evaluation by the SENDCO through the Statutory Annual Review.

Learning Profiles

Some students at SEND Support and all students EHCP level are issued with a SEND Support Plan, drawn up by the Student Support Department, in consultation with the student and his or her parents/carers. The SEND Support plan 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 Student Support Department, Learning Profiles shared with parents for consultation. Parents and the young person will have the opportunity to have their voice heard in the plans during reviews which will be done either in writing, via telephone or in face-to-face meetings.

Monitoring

The progress of each student on the SEND Register is tracked through College reports, exams and in class assessments. This enables an analysis of the progress of individual students. Additional information is provided by the LSAs and specialist teachers.

Management meetings between the Vice Principal and the SENDCO are the forum for the strategic monitoring of SEND issues. On occasion, these meetings involve Heads of Department as part of monitoring the curriculum in relation to SEND issues.

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 SEND Support. At this point, through discussion with parents and the student, the student may be removed from the College SEND register but will continue to be monitored by staff.

Provision for Disabled Students

In accordance with The Children and Families Act of 2014, 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 and PEEPs are completed for all students who may have difficulties accessing usual exit arrangements. Floors are carpeted throughout and encourage a very quiet teaching environment. First aid provision can be found in the Student Welfare area and medication can be administered here by trained First Aiders.

Prior to starting there is an opportunity for those with disabilities to arrange a meeting with the SENDCO or Assistant SENCO in order to fully discuss any specialist provision that needs to be prepared. A tour of the school is often helpful, in order to understand that access to the building is possible and to discuss any adjustments that may need to be arranged. The College frequently meets with medical professionals, parents and students to ensure that support offered is up to date and supportive and that students can access a full curriculum. All adjustments are made to ensure every student is able to access the entrance examinations in the first instance.

See the [Accessibility Policy](#) for more information as to how the College seeks to ensure the College is accessible for all students, regardless of any visible or invisible disabilities.

Access arrangements

Access arrangements allow students with special educational needs, learning difficulties, disabilities or temporary injuries to access an 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

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. It may be necessary to request additional evidence, for example, from a medical consultant. Access arrangements are usually sought during Year 9 or early in Year 10. JCQ rules state we are unable to offer 25% additional time without first trialling supervised rest breaks and providing significant written evidence.

Students requesting use of a different room to the main cohort will usually be required to provide medical evidence from a recognised professional to support their request. We must ensure arrangements are only in place if they follow a student's normal way of working and arrangements may also be removed from a student if they no longer meet the criteria.

Difficulties unrelated to SEND

Some students in the College may be underachieving 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.

Students falling under these categories who are not SEND will receive pastoral care from the Heads of School and appropriate staff within the Student Support Department, overseen by the SENDCO.

Some SEND students are also Pupil Premium. Whilst interventions for students initiated by the SEND 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 SEND department are funded through money for students with higher learning needs, but some Pupil Premium funding may be used when appropriate.

Every year, data is produced to show whether the attainment gap has been closed between SEND and non-SEND students and within this data Pupil Premium students are also considered to see if more effective measures can be put in place to support these students and their peers.

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;
 - CYPS;
 - social care teams including the Complex Needs Team;

- Bladder and Bowel Service;
- the diabetic nurse.
- Education:
 - hearing impaired specialist;
 - visual impaired specialist;
 - educational psychologist;
 - SENIT (Special Educational Needs Improvement Team);
 - High Incidence Needs Team;
 - ASD Support Service;
 - Careers Advice Service;
 - Behaviour and Attendance Improvement Team.

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 the SENDCO or 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 *ESF Complaints Policy*).