Special Educational Needs and Disability Policy

Policy Details	Date
Policy written	Lyn Edwardson / Nick Smith
Policy ratified by	Curriculum and Full Governing Board
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Review cycle	Annually
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1. INTRODUCTION

The policy forms part of Exmouth Community College's responsibility as defined by the Education Act 1996 contained in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, first published 11 June 2014 and last updated January 2015. This policy also recognises that Devon County Council (DCC) retains overall responsibility for SEND provision. Information regarding DCC's local offer can be found at https://new.devon.gov.uk/send/

The statutory code contains:
- Details of legal requirements that you must follow without exception
- Statutory guidance that you must follow by law unless there's a good reason not to

The code, which applies to England, is for:
- Head teachers and principals
- Governing bodies
- School and college staff
- SEN coordinators
- Early education providers
- Local authorities
- Health and social services staff

NB. The 2001 code still applies for those who have a SEND statement under part 4 of the Education Act 1996, rather than an Education, Health and Care (EHC) plan under the Children and Families Act 2014.

2. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Children have special educational needs if they have learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

a.   have a significantly greater difficulty in learning than the majority of children 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 children of the same age in mainstream schools or mainstream post-16 institutions

c.   are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the   language or form of language of their home is different from the language in which they will be taught. Students are not considered to have a learning difficulty purely on grounds of behaviour.

Special educational provision means:

a.   educational provision which is **additional to, or otherwise different from**, the core educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools, in the area

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities." See Section 4 of the Equality Act 2010.

It should be noted that children may fall within one or more of these definitions. Children with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

The two key duties we undertake are:

- not to treat disability less favourably

- to make reasonable adjustments so that disability is not put at a substantial disadvantage

It should be noted that the 'reasonable adjustment' duties are anticipatory ie: need to be considered in advance – but do not cover the removal or alteration of physical features on the provision of auxiliary aids and services. The College's approach can be found in its Disability Plan.

In the SEND Code of Practice 2015 there are four areas of special educational need:

1 Communication and interaction
2 Cognition and learning
3 Social, emotional and mental health
4 Sensory and/or physical

3. AIMS

At Exmouth Community College (ECC) we have an inclusive curriculum which is broad and balanced. We believe that teaching students with SEND is a whole College responsibility and that all teachers are teachers of children with Special Educational Needs. We see that the first step in meeting the need of all students is in high quality teaching.

Our **core** expectations are that teachers:
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- are accountable for students' attainment, progress and outcomes
- are aware of students' capabilities and their prior knowledge and plan teaching to build on these
- adapt teaching to respond to the strengths and needs of all students
- know when and how to differentiate appropriately
- have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

We aim to:
- meet the needs of all students with SEND
- take into account the views of the students with SEND
- ensure that parents are consulted and involved
- give students with SEND full access to a broad, balanced and relevant education
- ensure that culture, practice, management and deployment of resources are appropriate to students' needs
- monitor and review provision and progress on a regular basis
- work together with professionals to exploit best practice

A list of provision that is **additional to** and **different from** our core provision is given in Appendix A.

4. IDENTIFICATION, ASSESSMENT AND REVIEW FOR ALL STUDENTS WITH SEND

Identification of SEND is part of the overall approach to monitoring the progress and development of all students.

Students who may require support can be identified from a variety of sources of information, including primary school information, National Foundation for Education Research (NFER) Cognitive Abilities Testing (CAT), GL Assessments, Explorer lessons, subject teacher, parental concern and Progress Indicators. A lack of competence in English when it is not the student's first language must not be equated with SEND, but it could still be regarded as a learning difficulty in some cases.

A student identified as having Special Needs will be fully integrated into mainstream teaching groups where teaching will be appropriate to their needs, allowing them to realise their potential. Some students may be withdrawn for individual teaching where this is necessary to meet their individual needs. Information regarding student needs is kept on Student Information Management System (SIMs).

4.1. Transition

The College has a very effective transition programme for all students.

- the Learning Support Department liaises with the feeder primary schools and parents to gather information prior to transfer
- where appropriate, additional visits, meetings etc. are put in place to effect an 'early transition'
- the Assistant SENDCo attends Year 5 and 6 Annual Reviews where possible
- SIMs data is transferred, together with documentation, when students begin at ECC

4.2. Key Stage 3, 4, 5

- all students are screened in Reading in Year 7 through Accelerated Reader
- all students take a MidYIS assessment
- referrals are made throughout the year via staff, parents and student self referral
- a planning day is held each year (in October) with the Educational Psychologists All Heads of Year (HOY) and Key Stage Assistant Principals have a timetabled meeting to review the progress of students with an EHCP and put forward the names of any others who are giving cause for concern
- students who are selected for intervention programmes are screened in Reading and Spelling before and after the programme. Impact is monitored
- student progress is discussed at weekly Teaching Assistant (TA) meetings.

- students are assessed for Exam Access Arrangements, beginning in Year 9
- the Assistant SENDCo liaises regularly with HOY and Key Stage Assistant Principals to monitor and discuss students' progress.

4.3.   Education Health and Care Plans (EHCPs)

All students who have a statement of SEND have an EHCP or will transfer to an EHCP if agreed by the Local Authority. These are working documents available to all staff as necessary. The Plan outlines the nature of the learning difficulty. It involves short term targets, teaching strategies and details of provision and resources. The targets must be achievable and relevant to the student (Specific, Measurable, Achievable, Realistic, Time - SMART).   Targets are discussed at the Annual Review. Monitoring of targets is carried out by the SENDCo and LS team as well as the TA working with the student.

4.4.   Identification of Special Educational Need

If a student is not making adequate progress despite high quality teaching, the College will assess whether the student has a significant learning difficulty.

When a student is identified with SEND, the class teacher and/or the College should provide interventions that are <u>additional</u> to or <u>different from</u> those provided as part of the College's usual differentiated curriculum.

Triggers for Assessment

The student:-
- makes little or no progress even when teaching approaches are targeted at identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills, resulting in poor attainment in some curriculum areas
- presents persistent mental, social or emotional difficulties despite techniques usually employed in College
- has sensory or physical problems and makes little progress despite specialist equipment
- has communication / interaction difficulties and makes little progress despite the provision of a differentiated curriculum

Inadequate progress means:
- below that of peers starting from the same baseline
- below the student's previous rate of progress
- progress that widens the attainment gap between the student and their peers

Provision Map
All students who are identified as having SEND have an individual provision map. This provides information on the learning need of the student and the strategies in place to support them. These strategies will usually be drawn from the list of interventions that are **additional to** and **different from** our core provision (Appendix A)

RESPONSIBILITY OF GOVERNORS

Our Governing Board ensures that:

- they are fully involved in developing and monitoring the College's SEND policy
- all governors, especially any SEND governors, are up-to-date and knowledgeable about the College's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the College development plan
- the quality of SEND provision is continually monitored

COMPLAINTS PROCEDURE

If any parent / carer is unhappy with provision made for their child they should initially contact the Learning Support Department.

If the issue cannot be resolved to their satisfaction, they should then follow the College's Complaints Procedure available on the College Web Site.

Exmouth Community College is committed to the principle of equal opportunities regardless of a person's age, disability, gender reassignment, marital or civil partnership status, pregnancy, maternity status, race, religion or belief, sex or sexual orientation.

This policy is also compliant with General Data Protection Regulations.

Appendix A

Core or Additional	SEND Support 2020/21
Core	Advanced Access Course
Core	Explorer Lessons (Yr 7)
Core	KS2 - 3 Transition
Core	Parent MyMaths training
Core	Numeracy Booster Triangle
Core	MyMaths Booster
Core	Reading Assessment
Core	Spelling Assessment
Core	Discalculia testing (1hr)
Core	Maths Diagnostic Testing
Core	QCA Maths
Core	Typing + handwriting speed assessment
Core	LASS Test
Core	Ed Pscyh
Core	Exam Access Assessment
Core	1:1 Mentoring
Core	PSP
Core	Counsellor
Core	Homework club
Core	Handwriting club
Core	Education Welfare Officer
Core	SENDCo Time
Core	Assistant SENDCo
Core	Inclusion running costs
Core	Read Write Gold
Additional	Small group English
Additional	Small group Maths
Additional	Discovery Stream
Additional	Transition Plus
Additional	Soundswrite
Additional	1:1 Boost
Additional	Small Group Boost
Additional	1:1 Catch Up Literacy
Additional	1:1 Homework support
Additional	Early morning support
Additional	Handwriting Support/Booklet
Additional	Specialist Literacy sessions
Additional	Puzzle Day / Workshops
Additional	Multiplicative Reasoning
Additional	Catch Up Numeracy

Additional	TA (not already allocated)
Additional	REACH staffing
Additional	DISC Staffing
Additional	Babcock Staff (SLA)
Additional	MTA/Break supervisor
Additional	Lead TA
Additional	Physio
Additional	Speech and Lang therapy
Additional	Laptop / e notebook
Additional	Coloured overlay