

THE PEELE COMMUNITY COLLEGE

SEN/D POLICY

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This policy is designed to set out The Peele Community College's Aims and Objectives.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEN/D):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- 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.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

** Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*

§ See 'definition of disability' at end of this policy.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Mathematics.

- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual students' needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training.
 - INSET.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1

SEN Coordinator:

**Mr Chris
Chancellor.**

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and college job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the college's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the college development plan, which includes provision for SEN/D.
- Monitoring the policy through the college's self-review procedures.
- All governors are informed of the college's provision, including funding, equipment and staffing.
- Reporting annually to parents on the college's policy through the website.

The Headteacher:

- Setting objectives and priorities in the college's development plan, which includes SEN/D.
- Setting a budget for supporting students within the college's overall financial resources.
- Informing the Governing Body.

Deputy Headteacher

- Line Managing SENCO

SEN Coordinator:

- Disseminating information and raising awareness of SEN/D issues throughout the college.
- Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students.

- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing and monitoring Pupil Profile Sheets for those with SEN/D and others, as required.
- Monitoring departmental delivery of the SEN/D Policy.
- Recruiting and deploying the college's Learning Support Team, which includes Teaching Assistants.

Being responsible and accountable for the whole-school SEN/D resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.

- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors.

Subject Leaders:

- Departmental Practice to include the writing of Subject Targets according to the college's SEN/D Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D are purchased from college capitation.
- Raising awareness of college responsibilities towards SEN/D.

Other Staff:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.

- Ensuring Pupil Profile Sheets are considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to Subject Leader and SENCO through referral form where appropriate.

Teaching Assistants:

- Support students with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist with drawing up individual profiles for students and supporting information, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Other:

- Communicate SEN/D issues to and from the college.
- Raise awareness of SEN/D issues at departmental/college meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Inclusion

At The Peele Community College, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the college's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education and work experience. Students with SEN/D are integrated and included fully into the life of the college as a whole, including its social and cultural activities.

The college believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- the family and community should work together.

2.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the college's prospectus may be followed.

2.6 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate, and examination results.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from depts, outside agencies
- Number of complaints received.

In association with the Headteacher, the department produces an annual report which is included in the Governor's annual report to parents and carers.

PART 3: Identification, Assessment and Provision

3.1 Identification

The college uses the **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC plans in the spring of their Year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests, maths test
- Cognitive Ability Tests (CATS)
- Tests undertaken by the SENCO as identified.

Screening in Other Year Groups

Other screening tests are administered when required.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. This would be highlighted through use of the college referral form.
- The SENCO may then ask for additional diagnostic assessment to be undertaken from other professionals.

Referrals by Parents or Carers

- A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Peele Community College learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

a) Wave 1 – Quality First teaching by all teaching staff and targeted support within the classroom as part of the Assess Plan Do Review cycle.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

Students who are not making adequate progress despite receiving targeted support and access to interventions- but through Wave 2 and 3 responses are expected to narrow the gap between their academic performance and peers. A student within this category will typically meet one or more of the following criteria:

- Is identified using standardised testing as having a reading age equivalent of 7.11 or below.
- Is identified using standardised testing as having a spelling age of 7.11 or below
- Is Identified through Cognitive Ability Tests (CATS) as having any two of the following:

A verbal score of 80 or below

A quantitative score of 80 or below

A non-verbal score of 80 or below

- Has been formally identified with a condition primarily of a development/educational nature currently not able to be addressed by typical differentiation, in class support strategies and or interventions – thereby requiring support from external agencies.
- Has been formally identified with a condition primarily of a medical nature requiring the input of external agencies – typically in the formulation of agreed strategies to ensure safety and well being.

Provision from within the college's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy.
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and Science booster classes, where appropriate.
- Additional staff training.

b) Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Pupil Profile Sheet is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the college will apply for additional resources. The application will be evaluated against criteria established by the LA.

c) Statutory Assessment / Statements/EHCP

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the college and /or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

3.3 Pupil Profile Sheets and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Pupil Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEN/D have a Pupil Profile, their progress is closely monitored.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used

- Additional provision to be put in place
- Additional data referring to attainment and specific needs.

The Pupil Profile is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Pupil Profile Sheets are reviewed and updated 3 times a year. Individual subject teachers will set subject related targets. Subject teachers will keep target sheets updated with the following information:

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets.

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by college and individual reviews, screening tests and through procedures described in the college's Assessment Policy.

3.5 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEN/D is regularly reviewed and revised.

It is the responsibility of individual departments at the college to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Department.

3.6 Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.

- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn one to one or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with The Peele Community College's inclusive ethos.

d) In-service Training

- The SENCO provides INSET for NQTs and other new staff at the college on Code of Practice procedures at The Peele Community College.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days, through Breakfast Training, Optional CPD sessions and during twilight sessions.

3.7 Allocation of Resources

The college is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Funding for specific students to meet their assessed needs
- Delegated and designated budgets
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1

In school

- The SENCO liaises closely with Director of Pastoral Care, Subject Leaders. Information and concerns are always discussed with the appropriate member of staff.
- College systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

4.2

Parents

The Peele Community College actively seeks to work with parents/carers and values the contributions they make.

Parental views are recorded as part of the Annual Review procedures.

Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings.

Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.

Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.

New parents can attend the Open Evening in Term 1 prior to transfer. Student profile meetings for students receiving Wave 2 and 3 intervention will take place 3 times a year.

Heads of Year will communicate with parents of students receiving Wave 1 intervention.

4.3

Students

The Peele Community College acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.

4.4

External Support

The college aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by The Peele Community College include (*this is not an exhaustive list*):

The Educational Psychologist

The Child and Mental Health Service (CAMHS)

The School Nurse

Speech and Language Service

Occupational Therapy

Physiotherapy

The Parent Partnership

Young Action for Carers

4.5

Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' meetings.
- On the transfer of a student with SEN/D.

4.6

Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEN/D and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements.

Definition of Disability

<p>Mild dyslexia Emotional Behavioural Difficulties –social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties</p>	<p>Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism (other factors – medical / mental health)</p>	<p>Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature</p>