

Frome College Special Educational Needs & Disability Policy

Introduction:

This policy regarding provision for students with special educational needs is firmly rooted in the central aim of Frome College *'where every student has the right and ability to succeed'*. Frome College values and respects the personal qualities and needs of individual students and is committed to providing a secure but challenging learning environment in which all may develop as confident young adults, regardless of their special needs or differences. The Special Educational Needs Policy reflects the curriculum which is one of entitlement, and the purpose is to inform and direct practice, allowing the maximum access and achievement for all those students who have a special educational need.

There is a cohesive approach to children with special educational needs. The students are included and supported for both their educational and emotional needs. There are high expectations for all students who are supported in line with the Code of Practice (2014) with regard to early identification and working in partnership with the child, parent/carer and outside agencies.

The Code of Practice 2014 provides an overview of the range of needs which is divided into four areas:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulty
- Sensory and/or Physical Needs

Definition

A child is defined as having SEN if they have a learning difficulty which calls for a Special Educational Provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age or that the child has a disability which, hinders them from making use of educational facilities from those generally provided by schools for children of the same age.

All teachers in Frome College are teachers of children with Special Educational Needs.

Aims

To ensure students with learning difficulties and/or difficulties make good or better progress due to the well targeted support they receive and that they are fully integrated into the other aspects of College life.

- To make early identification of students who are in need of extra provision by ensuring a smooth and detailed transition between schools and key stages. Ensuring good communication systems within the college to refer students who may be in need.
- To ensure all staff are aware of each individual's needs and how best to support them in class, so that they are confident in responding to students of all abilities and needs.
- To keep parents/carers fully informed and to actively seek the involvement of them in the education of their children.
- To ensure students are involved in all decisions
- To create strong partnerships with Outside Agencies and alternative provision networking
- To keep the Governors updated.

Date agreed: March 2017 (student and families governors)

To be reviewed: March 2019

Provision

Student's needs are outlined in a confidential booklet. Students who are designated SEN support (K) have a Learning Passport which students and teachers use to differentiate learning and support. We operate a graduated response to the use of Individual Education Plans (IEP) or Individual Behaviour Plans (IBP) which provide more structure and support and are tailored to pupils specific needs. Parents are invited to termly or yearly review meetings. All staff responsible for teaching the students receive a copy of the confidential booklet and IEP/IBP to provide a comprehensive picture of the student's learning needs. The IEP/IBP will show short term targets set for student and teaching strategies.

Identification

In line with the SEND Code of Practice to help identify and assess students, who may have Special Educational Needs. One or more of the following may apply:

- a) Evidence from teacher observation and assessment.
- b) Current performance against expected attainment may be causing concern.
- c) CAT screening for spikey profiles and potential
- d) Behavioural tracking
- e) Standardised screening or assessments.
- f) Parental concern
- g) Medical diagnosis - including multi agency assessments

Basic Entitlement and Quality First Teaching

In Frome College we adopt a graduated response to meeting the special educational needs that requires the initial use of classroom and school resources before bringing expertise to help address the difficulties that a student is experiencing.

All teachers are responsible and accountable for the progress and development of the pupils in class and as such will provide quality first teaching within their classroom, differentiated as appropriate relating to a broad and balance curriculum.

If students require further support they may receive interventions and will be placed on SEN Support (K) and have a Learning Passport.

Certain students may have significant difficulties and will require a greater level of support and Intervention. These students are classed as Higher Needs and appropriate funding may be sought for this purpose.

Students with a significant level of need will require an application to County for an Educational and Health Care Plan.

Staff Development

Staff will receive appropriate training on how best to support SEN students and their specific areas of need. The Confidential Booklet is issued to staff on an annual basis and updated regularly when required.

Facilities for Students with SEND

1. In class and withdrawal support.
2. Teaching classroom and four interventional /therapy rooms.
3. Lifts in Northcote and Futures Building.
4. Ramped access in certain areas.
5. Designated Medical Rooms with hoists, adjustable bed and toilet facilities.
6. Accessible toilets.
7. Interventions for Literacy, Numeracy and Emotional Literacy.
8. Automatically controlled doors.

Date agreed: March 2017 (student and families governors)

To be reviewed: March 2019

Access to the Curriculum

All students are encouraged to be fully integrated into every aspect of college life as possible, both academically and socially.

Teachers will respond to students special educational needs by using a range of strategies. Lessons will have clear learning objectives; work will be differentiated appropriately and assessment used to inform the next stage of learning.

Extra support for students in classes is provided, where necessary, by a member of the Access to Learning team. On occasions, a student may be withdrawn from a lesson so that they can receive more intensive support from a member of the team or visiting specialist. This takes place in the Access to learning classrooms and may be one to one or part of a group. The college is aware of the sensitivities of this strategy for a student and will always explain to the student the reason for any withdrawal from lessons. Parents/Carers will be informed.

Complaints procedure

Parents/Carers should follow the Frome College Complaints Procedure which is available on our website or on request. **The Role of the Governing Body**

The Governing Body has a statutory responsibility to ensure that special educational needs are identified and appropriate provision is provided.

Jenny Hayes is the SEN Governor

Marie Getheridge is the Disadvantaged Pupil Governor

Parents and Carers

The college recognises and values the importance of parental involvement in all aspects of special educational needs and is committed to an effective Home School Partnership.

The college is always pleased to meet with parents and the SENCo is available at all Parents' Evening by appointment.

Parents are consulted at each stage in the identification assessment and provision for special educational needs. They are encouraged to take an active role in the planning and review of their child's support.

Parents of students identified as requiring SEN support will be invited to meetings as and when required to devise and review their child's IEP/IBP.

Monitoring and Evaluation

The success of the college's special educational needs policy is measured by the quality of education received by individual students and the progress made in relation to their difficulties. This is achieved through the review process, reflecting the opinions of staff, students and parents as well as examination results and qualifications. Student's statements reflecting their coping skills and enjoyment are useful indicators of success. Other indicators include improvements in Numeracy and Literacy skills, attendance rates and the number of SEN students continuing in Post 16 education.

The SENCo is line managed by the Vice Principal (Teaching and Learning and Standards). They meet regularly to review procedures and outcomes for students with special educational needs.

The SENCo is a member of the Extended Leadership Team at the College. This group meets monthly and SEN provision is a regular item on the agenda.

To assist the Governors in reviewing provision, the SENCo meets the SEN Link Governor and reports regularly to the Governing Body

Appendix A – Roles and Responsibilities

The Principal will ensure that:

- The College works in partnership with Local Authority and other external services to ensure appropriate action is taken to address identified issues.
- The Local Authority and the Governing Body are kept informed of progress against the agreed targets
- The SEND policy is reviewed annually.

The Vice Principal – Teaching, Learning and Standards:-

- Line manage the SENCo and ensure all standards are met with regarding to the College's Special Educational Needs provision

The SENCO: has overall responsibility for Special Educational Needs at the College and is also responsible for co-ordinating the day to day provision for students. He/She will:

- Oversee the provision for students with SEN including general class, small group and individual student support.
- Organise and manage the work of Teaching Assistants.
- Maintain the College's SEND register and all relevant documentation.
- Keep records on students who have SEN and ensuring their progress is regularly monitored and reviewed by use of the IEP and IBP.
- Liaise with teachers, parents and external agencies.
- Ensure annual reviews for Statemented/EHC Plan students and those students on Higher Needs Funding are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of SEN issues.
- Regularly review and monitor SEND provision within the school.
- Take part in formal meetings such as consultation meetings with external agencies regarding support for SEN students.
- Liaise with the Heads of House, SEN Team and Vice Principal Teaching and Learning and Standards regarding students on the SEND register and their achievement.
- Liaise with the Heads of House, Tutors, and Subject Teachers to ensure that the needs of SEND students are met throughout the curriculum.
- Provide in-house training to meet the needs of individual members of staff and the needs of the College as part of the College's CPD programme.
- Liaise with external agencies such as the Educational Psychology Service, the Speech and Language Therapy Service and the Learning Support Service as necessary.
- Ensure the Principal and the Governing Body are fully informed of all relevant details and changes to SEND policy and are aware of their responsibilities under the Code of Practice.

Date agreed: March 2017 (student and families governors)

To be reviewed: March 2019

Special Educational needs Teacher will:

- Ensure that concessions for exams are applied for and put in place
- Coordinate the literacy interventions in Y9 and Y10
- Lead the dyslexia work in the College.
- Lead on the SEN testing within the College

The Assistant Principal (Inclusion and Behaviour) will:

- Oversee the work of Social Emotional and Mental Health Manager and the Access to Learning Team and the Heads of House to ensure that where there are concerns about individual students appropriate provision is put in place.

The Head of House (HOH)

- Oversee the work of tutors and ensure they are aware of the needs of the students in their care and support them accordingly.
- Liaise with the SENCo, and the Access to Learning Team to implement individual plans to support and monitor identified students with attendance or behavioural difficulties.
- Support and monitor all students in their House and liaise with the Tutor, Subject Teacher and SENCo to ensure appropriate action is taken to improve the learning and behaviour of individual students where there is a cause for concern.
- Attend meetings with key staff as appropriate to address individual concerns.

Tutors will:

- Be aware of the needs of students in their tutor group who are on the Code of Practice and monitor them.
- Support the HOH and SENCo to ensure appropriate support is put in place when required for attendance, behaviour or learning difficulties.
- Recognise and reward improvement and success for all students on the Code of Practice.

Subject Teachers will:

- Use the information in the Confidential Booklet, IEP SEND register and other sources distributed by the SENCo.
- Have a responsibility to bring to the attention of the SENCo any child whose needs they believe are not being met
- Be aware of the varying of students in their classes and to differentiate accordingly. All teachers are teachers of students with special educational needs.

Head of Faculty and Subject Leaders will:

- Ensure their team uses the information in the Confidential Booklet, IEP, SEN Register and other sources distributed by the SENCo in order to plan to meet the needs of all the students in the classes.
- Liaise with the SENCo and/or Heads of House when there are concerns about the behaviour or learning in their subject area.
- Ensure that the learning and teaching is differentiated through a suitable curriculum, supportive groupings, and appropriate teaching approaches, all of which should be detailed in the Schemes of Learning.

Date agreed: March 2017 (student and families governors)

To be reviewed: March 2019

Teaching Assistants will:

- Liaise in class with the teacher to ensure the needs of the students are met.
- Work with students 1:1 and in small groups for withdrawal work in the Access to Learning department.
- Work with students on interventions in Literacy and Numeracy and emotional health.
- Work with the SENCo to develop programmes of study for groups and individual students.
- Work with the SENCo to assess students and monitor provision for Code of Practice students.

Parents/Carers are responsible for:

- Attending annual reviews, IEP, and PSP meetings.
- Informing the SENCo of any concerns or information regarding their child
- Supporting their child at home

The Governing Body will:

- Establish this policy, in consultation with the Principal, staff and parents, and keep it under review.
- Ensure the policy is communicated to students and parents/carers, is non-discriminatory and the expectations are clear.
- Acknowledge and be aware of the SEND Code of Practice.
- Appoint an SEN Governor.
- Do its best to ensure that the necessary provision is made for any student who has special educational needs.