

## **Special Educational Needs and Disability (SEND) Policy**

### **Aims and Objectives of this Policy**

The aims of the SEND policy and practice in this College are:

- to enable all students to fulfil their potential and be happy in themselves
- to work towards inclusion in partnership with parents and other agencies
- to meet individual needs through a wide range of provision
- to provide curriculum access for all
- to achieve a level of staff expertise to meet student need

**This policy seeks to fulfil the legal requirements of the Disability Discrimination Acts and the 2006 Disability Equality Duty by more widely involving disabled people in its development. The needs of SEND students will be met in line with the new statutory code of practice 2014 (please see the ‘college offer’ on the website).**

The following definition of disability is drawn from the Disability Discrimination Act, 1995.

***“A physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities”.***

Long term means that it must have lasted, or be expected to last, at least 12 months. Progressive conditions can also qualify where there are likely to be future substantial adverse effects. For example, anyone with cancer, multiple sclerosis or HIV/AIDS is treated as disabled as soon as they have the condition.

For the purposes of this policy, disability is broadly defined. It includes not only those disabilities which may immediately be apparent, but also conditions such as specific learning difficulties, autism, diabetes, asthma, epilepsy, hearing or sight impairments and mental health difficulties. The College will seek to make reasonable adjustments for disabled users so they are not disadvantaged.

The College recognises that physical impairment may not be the same as a learning impairment, and will actively seek to remove barriers to learning so that physically disabled students can demonstrate their academic ability.

Where a student has SEMH difficulties these will always be taken seriously. If a student has asked for support, parents will be informed, unless there are serious safeguarding reasons for not passing this information on. If a parent has notified the college of SEMH concerns regarding their child, this will always be dealt with in a sensitive and appropriate way. Information of this nature will be shared with staff on a need to know basis. When dealing with these matters if it becomes apparent that the student has had previous SEMH difficulties over a period of

**All staff have a duty to take into account the needs of SEN and disabled users and to make reasonable adjustments in order to follow the advice laid out in this policy.**

### **Partnership with Parents/Carers**

The College aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting students and their parents
- making parents and carers feel welcome

- encouraging parents and carers to inform the College of any difficulties they perceive their child may be having or other needs their child may have
- instilling confidence that the College will listen and act appropriately
- focusing on the student's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the College can help their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Special Education Needs Information and Advice Service (SENDIAS). This information is included in formal documents from the Special Education Service and may also be referred to in informal discussions with parents and carers.

### **Involvement of Students**

We recognise that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). All students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own strengths and needs, and to input on what works well and can be improved in their learning
- share in individual target setting across the curriculum
- review their progress and set new targets
- In addition, students who are identified as having SEND are invited to participate in annual reviews, termly mentor target reviews and the setting of learning/pastoral targets.
- Implementation of SEND policy is undertaken by assessing the students, reviewing the Mentor report and targets for them, undertaking the plan and regularly reviewing the activities. (Assess, Plan, Do, Review)

### **Management of SEND within the College**

The Principal has delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs Co-ordinator (SENCO), who is Head of the Learning for the Support Department. The SENCO's name is Mrs N Logan. She is a qualified teacher, currently undertaking the National Award in Special Educational Needs qualification. In line with the recommendations in the SEN Code of Practice 2014, the SENCO (with the SEND team) is responsible for:

- overseeing the day to day operation of this policy.
- collecting information on SEND students on transition from previous schools and liaising with any involved professionals and agencies.
- co-ordinating provision for children with special educational needs and disabilities.
- ensuring suitable hardware/software is available to help access the curriculum.
- liaising with and advising teachers.
- managing learning support assistants, or other support as needed
- overseeing the records of all children with SEND.
- liaising with parents/carers of children with SEND.
- contributing to the in-service training of staff.
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, early help support services of the safeguarding team and voluntary bodies.

The SENCO is responsible for reporting to the Principal with responsibility for SEND on the day-to-day management of SEND policy as follows:

- overseeing the Mentor Target setting and review process and informing parents/carers of these reviews.
- assessing and monitoring students' progress
- maintaining appropriate student records

- preparing reports for EHCP annual reviews
- exam access arrangements

All staff in the College have a responsibility for students with SEND and all teachers are considered to be teachers of special educational needs. A positive and sensitive attitude is shown towards students with SEND. Staff have a duty of care towards these students and are expected to differentiate their lessons as appropriate. Amongst these responsibilities is obtaining relevant information and mentor reports and targets from the College records. There is an expectation that mainstream staff will liaise with the SENCO staff to ensure effective support in the lesson. Other staff responsibilities are identified in individual job descriptions.

### **Admission Arrangements**

No student will be refused admission to the College because he or she has a special educational need and/or disability, but in each case we will consider whether we can adequately meet the student's needs. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for them.

### **Special Provision**

The SEN department is looking to develop expertise in many areas of special educational needs, in particular:

- Autistic Spectrum Disorder
- visual impairment
- hearing impairment
- diabetic management
- exams access assessment

### **Identification and Assessment (Assess)**

We accept the principle that students' needs should be identified and met as early as possible. We use a number of indicators of special educational needs:

- liaison with previous schools on transition
- information from previous schools
- the analysis of GCSE results data for students studying AS and A-Levels
- use of previous school reports, as well as internal and external assessments
- tracking individual student progress over time
- the completion of concern forms by members of staff
- following up on parental concerns
- student self-referral
- following up on the concerns of other students
- information from other services

The SENCO maintains a register of pupils identified through the procedures listed. A student's place on the register is reviewed regularly, as part of the mentor review or statutory annual review process. For some students a more in-depth individual assessment may be undertaken by the College. For students who make no progress, an external agency may be involved in the assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the student. The protocols and procedures described in Meeting Individual Needs are used for maintaining paperwork and conducting reviews at all levels of intervention including students with EHC plans. We aim for a smooth transition between classes, phases and schools for all students and ensure that records are maintained and transferred efficiently.

### **Curriculum Access and Provision (Plan)**

In order to meet the learning needs of all students, mainstream teachers are expected to

differentiate work. They aim to meet individual learning needs and to mark work and plan homework effectively. Quality first teaching should broadly and universally support all students at the College. In addition to this, we have small class sizes and a personalised approach to planning learning which benefit all students.

Where students are identified as having special educational needs, the College provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs, and includes:

- support from a learning mentor
- in class support if deemed necessary
- smaller classes if this better supports their needs
- one-to-one teaching if more appropriate
- more varied learning experiences to incorporate the ways students feel benefit them individually
- further differentiation of resources
- access to the SENCO for help and support during break and lunch times
- dedicated hardware and software for individual needs
- small group interventions by the Educational Psychologist to look at specific groups concerns e.g. mindfulness for anxiety & mind mapping for Specific learning difficulties.
- Individual meetings with the SENCO (these being weekly timetabled sessions for those with an EHC plan).

For students with EHC plans, provision will meet the recommendations on the plan. The SENCO will continue to follow the assess, plan, do and review process during each weekly discussion with the students.

In subjects where all students have curriculum targets these are used to inform mentor reports and targets. Assessment for exam access arrangements will be carried out in line with the College exam policy by a specialist teacher and support will be provided in line with the document guidelines for access arrangements.

### **Links with Education Support Services**

We aim to maintain useful contact with support services in Children and Young People's Services.

For students with SEN, any one or more of the following agencies may be involved either directly or by request from the SEN Team link coordinator (Emily Ashton):

- College Educational Psychologist (Joanna Campos DePinho)
- Educational Psychology Service (EPS)
- Complex Learning and Interactive Support Team, which includes the Learning and Autism Support Team (LAST), the Social, Emotional, Mental Health Team (SEMH), the Visually Impaired Support Team and the Hearing Impaired Support Team
- Special Education Service (SES)
- Educational Welfare Service
- Behaviour support services

### **Links with Other Services**

Effective working links are maintained with:

- Other Children and Young People's Services
- Youth Connexions
- Community Health Service
- Family support and safeguarding, Health and Social Care (including Child Protection issues and teenage pregnancy)
- SENDIAS (Special Education Needs Information and Advice Service)
- Safeguarding Early Help Team

### **Links with Other Colleges/Integration Links**

Links are maintained with other schools in the St Albans area, from which students generally transfer into the College. The SENCO communicates with these schools during the transition to obtain information about students with SEND to allow for the most effective planning of the provision put in place for them.

## **INSET**

To maintain and develop the quality of our provision, teachers are encouraged to undertake relevant training. Lesson observations, book reviews and other monitoring of staff supports the identification of areas for development. Relevant training for staff is reviewed throughout the year. Input from external agencies is actively encouraged. The college staff handbook refers to the SEND procedures. During the year 2016/2017 staff have taken part in mental health first aid training (MHFA), suicide awareness training (safeTALK) and CAMHS referral training (NHS). This followed an audit of the learning needs of students in the previous academic year.

## **Monitoring and Evaluation (Review)**

- During the academic year, students are assessed and their progress is monitored by their subject teachers. Monitoring/reporting forms are completed half termly, at which time mentors also meet with each individual student to review and discuss progress and targets. Parents are invited to consultation evenings in October and February, and formal written reports are sent out in December and April. This ensures the partnership between students, teachers and parents in the learning process is maintained throughout the year.
- The SENCO oversees the monitoring and target setting process to ensure that the SEND register fully reflects the students in need of support and that the College is providing the necessary support to each student.
- The SENCO tracks students in line with the college's data and assessment policy.
- On an individual level, SEN students are expected to make at least satisfactory progress through their learning/pastoral targets
- Parents and carers views are always taken into account, and they are invited to fully participate in their learning process and to give feedback on how they feel their child is progressing.
- Feedback is received from external agencies involved with students.
- In line with the Single Equality Duty, the college will collate statistical evidence as appropriate, on the following;

Performance data on the SEND students.

Disciplinary data for SEND students

Qualitative and quantitative information on the effect of interventions relating to these students.

Participation in ex-curricular activities

## **Disabled Staff**

### **Staff Appointments and Retention**

The College follows the LA Equal Opportunities Policy. The College seeks to offer supportive arrangements, appropriate to the requirements of an applicant, which may include;

- Ensuring ease of accessibility to the interview room and building
- Provision of a signer, interpreter or assistant at interview
- Provision of additional aids or equipment for use in the interview

At interview, consideration of candidates and the decision on the appointment to the post in question will be based upon the suitability of the applicant's qualifications, experience and skills for the post. Prior to taking up post, successful candidates who have identified themselves as being disabled in their application, will be given the opportunity to access guidance through the appointment process, to discuss any reasonable adaptations they may require to enable them to carry out the duties of the post to which they have been appointed. In order to assist in the development of appropriate arrangements to support staff with disabilities, and to ensure as far as possible that any problems are appropriately dealt with, all staff are requested to make the nature of their disability known to the person in charge of their area of work or the site, as appropriate. Staff should inform the senior first aider and members of SLT if they have a condition which could compromise the safety of students (eg epilepsy, diabetes). This is particularly important if the member of staff is taking students off site.

### **Equipment and Technological Support**

The college will assist staff in the use and storage of special equipment that they may have, and will help in obtaining equipment. In addition, the college has some equipment and adaptations to facilities that may be of use to staff with physical/sensory disabilities. The college will ensure that ICT provision is available for all those who need it to overcome a physical /cognitive disability. As appropriate, advice will be sought from Disability Employment Advisors or other organisations and agencies who can offer specialist advice on adaptations, equipment or training.

### **Alteration of Working Conditions**

The college will seek to enable staff who become disabled, or where an existing disability progresses or worsens, to remain in their existing jobs with reasonable adjustments, before considering other alternatives. Appropriate advice will be sought where necessary through consultation with the LA.

The kind of adjustments that may be considered include:

- Adjustments to premises
- Acquiring or modifying equipment (including ICT provision/aids)
- Re-organisation of duties
- Ensuring that cover lessons and duties are near to main teaching area to minimise walking distance.
- Transfer to a different classroom, for more appropriate resources/closer access to fire exit, etc.
- Time off for rehabilitation, assessment or treatment
- Alteration to work hours

Sympathetic consideration will be given to requests for reduced or part-time duties whether on a temporary or permanent basis.

### **Monitoring and evaluation**

St Albans Independent College will collect and analyse the following relevant statistical information:

- a) Data on the employment of disabled staff. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations.
- b) Qualitative information from disabled employees or would-be employees.
- c) While the numbers of disabled people in a relatively small organisation make targets impossible to set with any validity, the college will aim to increase accessibility over time for the number of disabled people in employment in the school and for those wishing to access employment.

### **Use of Information**

The information collected will help to raise awareness across the college and help to inform:

- Decisions regarding staffing, curriculum and premises development
  - Discussion with subject leaders about their department improvement plans
  - The college S.E.F.
  - Staff with individual lesson planning
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This policy complies with the guidance given in **Statutory Instrument 1999 No. 2506**. It has been written with reference to the following guidance and documents:

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being)  
DfES 2004

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2014)

DfES 2014 Meeting Individual Needs (MIN) – Special Educational Needs Policy 2014

### **Meeting Individual Needs (MIN) - Strategy Digest 2014**

National Curriculum Statutory Statement on Including All Pupils  
DfES 2000

College Equal Opportunities Policy

College Accessibility Plan 2016