



Special Educational Needs and Disability Policy

March 2017

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This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 July 2015
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

This policy was created by the school's SENDCo in liaison with the SLT, all staff and parents of pupils with SEND. All stakeholders have been invited to read and comment on this policy.

Updated March 2017

1. Context

Soar Valley College – values and vision for students with SEND

At Soar Valley College we are committed to ensuring that the necessary provision is made for every pupil in the schools' community. We are passionate about Inclusive education for all and welcome a diversity of culture, religion and intellectual abilities, striving to meet the needs of all young people with a learning difficulty, disability, disadvantage or special educational need.

The new Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

At Soar Valley College we believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality.

Every teacher is a teacher of every child or young person including those with SEND.

The college strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs

- Remove the barriers to assessment and learning

We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all students regardless of any special educational need. We have adopted the protocols and procedures identified in the LA document “Meeting Individual Needs” (MIN).

We are committed to inclusion, meeting individual needs and the efficient use of resources to ensure provision of the highest quality for all students. We encourage mutual respect and consideration as part of the ethos of our College.

2. Objectives and Implementation

Objectives

Provision for students with SEND is a whole school matter. In line with the new 2015 Code of Practice, we will:

- Identify and address the SEND of the pupils we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter’s education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENDCo.

Implementation of the objectives

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. The objectives of this policy will be achieved by:

- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Ensuring the quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- Managing and facilitating professional development of teaching and support staff in the area of SEND as this is key to the quality of Teaching and Learning of students with SEND.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

3. Roles and Responsibilities

The Principal and the governing body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs Co-ordinator. All staff in College have a responsibility for students with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards students with SEND, whether or not students have a Statement of Special Educational Need or an Educational Health and Care Plan. A positive and sensitive attitude is shown towards those students. Staff responsibilities are identified in individual job descriptions.

In line with the recommendations in the revised Code of Practice the SENDCo, the Assistant SENDCo and the Learning Development Department are responsible for:

- Overseeing the day-day operation of this policy.
- Co-ordinating provision for students with additional needs.
- Liaising with and advising teachers.
- Managing teaching assistants.
- Updating the records on all students with SEND.
- Keeping up to date records of interventions and student progress.
- Liaising with parents of students with SEND in conjunction with Key Stage Managers, HOYs and AHOYs, subject teachers and form tutors.
- Contributing to the training of staff.
- Liaising with external agencies including the LA's, SES, Educational Psychology Services, Health and Social Services and voluntary bodies.

The SENDCo is responsible for reporting to the Principal and the governor with responsibility for SEND on the day-to-day management of SEND policy.

4. Identification and Assessment of SEND

A child is defined as having SEND if he or she has 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, within the same area.

The new Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out how to support students. It is not to fit students into specific categories.

The following are not in themselves categories of SEND:

- Persistent, disruptive, or withdrawn behaviours
- Slow progress and low attainment
- Students whose first language is not English
- Poor attendance

We accept the principle that students' needs should be identified and met as early as possible. The SENDCo works closely with SLT to regularly review achievement and progress. The SENDCo liaises with SENDCo's from the feeder Primary Schools.

The College adopts the levels of intervention as described in the SEND Code of Practice. Appendices of the LA document, Meeting Individual Needs, are used as a point of reference. We use a number of triggers or criteria for students to be identified as having additional needs.

We adopt the following procedures for identification and assessment:

- The analysis of data including entry profiles, SATs, FFT data, reading and comprehension levels. We would look particularly at, for example, students' subject assessments. Also we would check if a student with a reading age below 9.0 on entry to Year 7 and SATs scores of level 3 or below may have SEND.
- The use of criterion referenced checklists relating to particular conditions.
- Responding to teacher referrals.
- Following up parental concerns.
- Student self-referral.
- Tracking individual student progress over time.
- Liaison with feeder College/Schools on transfer.
- Information from previous Colleges/Schools.
- Information from other services.

5. Securing Positive Outcomes

In order to meet the learning needs of all students, teachers differentiate work. Individual needs and support strategies are outlined for all staff and are accessible in the Learning Development area of College electronic network.

The provision for students is related specifically to their needs and is recorded on the Provision Map. Where students are identified as having additional needs the College provides for these needs in a variety of ways:

- Differentiation of resources
- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Individual or small group withdrawal with a SEND teacher or TA.
- Discrete Nurturing Provision in Year 7 (Plus Group).
- A range of literacy and other focused interventions as outlined on the Provision Map.
- Paired reading.
- Homework/learning support club.
- Supervised activities every break and lunchtime for vulnerable students.
- Support from Learning Mentors.
- Peer support.

Students with a Statement of Special Educational Need or Education Health and Care Plan and students at SEND Support will have individual education advice available to all teachers. For students with Statements or EHCP's, provision will be in line with the recommendations on the statement or plan. In line with the new Code of Practice from September 2014, students will gradually be transferred from Statement to 'EHC Plan', and any students requiring additional support will transfer to 'SEND Support'.

The SENDCo maintains a register of students identified as having additional needs. This is updated frequently and made available to all adults working within the school.

For some students a more in-depth individual assessment may be undertaken by the College. For students at SEND Support an external agency will be involved in assessment, identification of need and monitoring progress.

6. Links with Education and Other Support Services

Links with Education Support Services

We aim to maintain useful contact with education support services. For students at SEND Support any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Special Needs Teaching Service (SNTS)
- Special Education Service (SES)
- Educational Welfare Service (EWS)
- Secondary Behaviour Support Service (SBSS)
- Outreach and Placement Team (OPT linked to Carisbrooke)
- The SENDCo maintains links with other SENDCo's through the SENDCo network.

Links with Other Services

Effective working links will also be maintained with:

- Connexions
- Community Health Service.
- Child and Adolescent Mental Health Service (CAMHS).
- Social Services.
- Special Educational Needs & Disabilities Information and Advice Support Service (SENDIASS)
- Learning, Communication and Interaction (LCI)
- Child Behaviour Intervention Initiative (CBII).
- The Virtual School for Looked After Children and Young People.
- Youth Offending Service (Y.O.S.).
- Police

7. CPD

In order to maintain and develop the quality of our provision, there are regular opportunities for all college staff to undertake training in relation to special educational needs. Individual areas of interest, performance management review, self-review and staff appraisals support the identification of areas for development. Regular audits are carried out to monitor skills and needs.

Training to be undertaken is specified in the TIP (Team Improvement Plan). This is updated annually. Input from external agencies is actively encouraged.

All Learning Development staff receive induction upon taking up a post within the department. There has been considerable training to support students with medical difficulties. All Teaching Assistants meet weekly for information updates and to share good practice

8. Students at the Centre of SEND Provision

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve all students by including them in:

- Identifying their own needs and making decisions about their own learning (self-assessment).
- Individual target setting
- Self-review of their own progress and setting new targets.
- Discussions about their own learning needs.

In addition students who are identified as having SEND are invited to participate in:

- Regular meetings with key adults.
- Reviews and setting of individual targets.
- Working with learning and behaviour mentors.
- Nurturing groups.
- Formal reviews by providing evidence for meetings and/or attendance at review meetings.
- Opportunities to give feedback through questionnaires.
- Lunchtime clubs and support groups.

9. Working with Parents and Carers

The College aims to work in partnership with parents and carers to achieve these aims. We will make this a priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Ensuring there are regular meetings.
- Informing parents via the school website of links and services they can use.
- Providing parents of students with ASD opportunities to meet other parents and share experiences.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform College of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Providing opportunities to give feedback through questionnaires.
- Instilling confidence that the College will listen and act appropriately.
- Focusing on the child'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.
- Agreeing targets for the child.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Signposting parents and carers to support agencies including the 'SEND Independent Advice and Support Service'

10. Accessibility

We identify barriers to learning through advice from outside agencies, and information from parents. Where adjustments are required for the learning environment, teachers are informed through learning profiles produced by the SENDCo.

We promote inclusion of all students in all areas of the curriculum.

After school clubs are open to all students.

All students are able to attend educational trips and visits. To enable this we ensure that travel arrangements are suitable, and the adult: student ratio is increased. All students are covered by the health and safety risk assessment.

Soar Valley College is a BSF school. The new building, which opened in 2010, complies with current DDA and Building Regulations.

In order to ensure that all students have equal access to the school physical environment we have specialist equipment and furniture in school. Lift access can be provided to students who have a difficulty in accessing the stairs. Lifts provide access to all areas and the building is fully wheelchair accessible. Disabled toilets are in place throughout the building and we have access to a hygiene room.

We have specially trained teaching assistants who can read and write braille.

Different arrangements can be made for accessing the canteen.

Students have access to the Learning Development department during break time and lunch time where they are supervised by teaching assistants.

Modified resources and materials can be provided for individuals.

Resources can be enlarged for students with a visual impairment through the Visual Support Service where sufficient time is provided. We have specially trained TA's who can read and write in braille and take some responsibility for most of the enlarging for visually impaired students.

Touch Typing is arranged for specific students.

The ICT support team can personalise the computer screen for an individual and we have bespoke packages for students.

Timetables can be coloured coded.

Additional resources and materials can be purchased for an individual where appropriate such as coloured overlays. Where parents wish to contact staff to discuss any areas relating to accessibility they should contact the SENDCo.

The College has a Welfare Officer and several first aiders.

11. Bullying

The school has an anti-bullying policy. The school pastoral support team investigate all reported incidents of bullying. The whole school is involved in anti-bullying week to educate students about bullying. Vulnerable students have access to the Learning Development area during break time and lunch time. This area is supervised at all times. The learning mentors also supervise the breakfast club. Specific interventions can be delivered to promote the anti-bullying ethos and to create peer support networks, especially for young people with recognised SEND.

12. Admissions procedure

No student will be refused admission to College on the basis of his or her special educational need. In line with the Special Educational Needs and Disability Act and the Disability Equality Duty we will not discriminate against disabled students and we will make reasonable adjustments to provide effective educational provision.

If you have concerns or queries about the provision of SEND please contact the SENDCo, Principal, or link governor.

Their contact details are below.

Mrs Charlotte Loasby – SENDCo
0116 2669625 ext: 8501
cloasby@soarvalley.leicester.sch.uk

To contact the Principal, Mrs Robinson, please contact her PA, Mrs Smita Stone
0116 2688441
SStone@soarvalley.leicester.sch.uk

Mrs Vibha Gohil – SEND Governor
Vibha.gohil@leicester.gov.uk