Charnwood College SEND Policy Appendix

DRET SEND policy - Appendix for individual academies

The purpose of this appendix to the overarching Trust-Wide SEND Policy is to clarify local protocols and procedures at Charnwood College. Nothing contained within this policy appendix changes the expectation that all teachers have a responsibility to plan and deliver lessons that meet the needs of all pupils, including those with SEND.

Mission Statement

Charnwood College is committed towards enabling learners to make significant progress in knowledge, understanding and skills, in attitudes and in values, as social beings and as lifelong learners. We nurture aspirations for all and understand that some individual children will need additional help in progressing towards their goals.

All staff and governors actively support inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

We believe that by working in partnership with our children, their families and external colleagues much can be done towards overcoming the challenges our young people face. Our commitment to this is outlined in this policy.

Aims and objectives

Aims

We aim to address the special educational need or disability of each individual student so they can:

- Access a broad and balanced education
- Develop a clear pathway through education to adulthood, paid employment and independent living
- Experience success in learning and reach their full potential
- Enjoy greater self-esteem knowing their opinions and achievements are valued
- Work towards independence

Objectives

We aim to address the special educational need or disability of each individual by:

- Identifying needs as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitoring the progress of all students in order to aid the identification of those with SEN. Continuous monitoring of these students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Making appropriate provision to overcome barriers to learning and ensure students with SEND have full access to a mainstream curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students needs are catered for.
- Working in collaboration with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their

child's progress and providing information on the provisions for students within the academy as a whole and the effectiveness of the SEND policy and the support systems.
- Working in conjunction with external support agencies when needs cannot be met by the academy alone.
- Creating an environment where students feel safe to voice opinions of their own needs. This may mean providing regular one to one meetings between students and the SENDCo/member of the SEND team. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in academy life.

To achieve these goals we strive to:

- Embrace the Children and Families act 2014
- Follow the Code of Practice and the Disability Equality Duty for children with SEN and disabilities (SEND) with an inclusive approach
- Promote a flexible and imaginative organisational structure in which learning needs can be met and appropriate and reasonable adaptations or adjustments can be agreed with colleagues, parents and students.
- Continually liaise with teaching and support staff in identifying and assessing students' needs
- Promote access to a broad, balanced and challenging curriculum
- Monitor and evaluate progress for students with SEN and disabilities
- Compliment the delivery of quality first teaching and adaptation with evidence based interventions where appropriate
- Work closely with our partners within the Trust and our partners within the local authority to provide a common framework to provide essential provision for all.

Identifying Special Educational Needs

Children have special educational needs if they have significantly greater difficulty in learning than the majority of children of the same age or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

The purpose of identification is to work out what action the school may need to take, not to fit a student into a category. At Charnwood College we identify the needs of the whole child or young person which will include not just the special educational needs of the child or young person.

There are four broad areas of need as defined in the SEND Code of Practice, 2020.

1) **Communication and Interaction**: a student could have speech, language or communication needs. Students may have ASD.

2) **Cognition and Learning**: students may struggle and have moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Some students have specific learning difficulties (SpLD); these may affect more than one aspect of learning. For example, dyslexia, dyscalculia and dyspraxia.

3) **Social, emotional and mental health difficulties**: this includes a range of difficulties related to a student's social, emotional and mental wellbeing. This can include difficulties in managing emotions and behaviours which can manifest in various ways, including mood

problems, conduct issues and specific conditions such as Attention Deficit Hyperactivity Disorder (ADHD).

4) **Sensory and physical needs**: some students may require provision because they have a disability which prevents them or hinders them from making use of educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some students may have a physical disability (PD) where they require on-going support and equipment to help them access the same range of opportunities as their peers.

Other factors that may impact on progress and attainment but are not SEND:

- Behaviour
- EAL
- Attendance and punctuality
- Health and welfare
- Being a looked after child
- Being in receipt of Pupil Premium grant
- Being a child of a serviceman/woman
- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and the schools provided under current Disability Equality legislation – these alone do not constitute SEN)

A graduated approach to SEND support

Students with Special Educational Needs are identified as early as possible. Close liaison takes place with relevant staff from primary schools prior to entry in year 7. Students with SEND are also supported into Post 16 education and Higher Education.

The majority of students with SEND have been identified as such in their primary school and so on arrival at Charnwood College their needs are well known.

The Learning support faculty maintains good relationships with its main feeder primary schools through regular contact between the SENDCos.

Formal records are received when students' transfer and the SENDCo visits primaries to meet and discuss students who will be transferring the following Autumn.

Information received from primary schools is reviewed at the start of year 7 to determine the most appropriate support for each student.

Students can also be assessed for a Special Educational Need after their arrival at Charnwood College and can be recommended by subject teachers, pastoral staff or parents to be assessed. This will follow a graduated response. Initial assessment will be carried out by the SENDCo, following detailed information gathered from teaching and pastoral staff. The SENDCo may decide to seek further assessment and advice from the Specialist teaching service or another outside agency if appropriate.

Students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments of good Quality First Teaching.

Parents are informed at the beginning of year 7 if their chid is being placed on the College's Special Educational Needs Record. If it becomes appropriate to add a student to the SEN record while they are at Charnwood College, parents are similarly informed. The faculty aims to seek the advice of parents in this situation and to take their knowledge of the student into account in making a decision.

A clear system of record keeping and communication is established within the college. A process of identification, assessment and provision, in accordance with the code of practice, is established. This approach recognises that there is a continuum of Special educational needs which may change over time.

Provision for students with Special Educational Needs is a matter for the college as a whole. In addition to the Governing Body, the Principal, the SENDCo and Learning Support Team, all other members of teaching and pastoral staff have important operational responsibilities.

All teachers are teachers of students with Special Educational Needs and Quality First Teaching is an expectation of all teaching staff:

- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, with in class adaptations/differentiation for individual students, is the first step in responding to students who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The college regularly and carefully reviews the quality of teaching for all students, including vulnerable learners. This includes reviewing and where necessary improving teachers understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- The subject teacher and SENDCo decide whether to make special educational provision by considering all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, the college may draw on more specialised assessments and advice from external agencies and professionals such as, but not limited to: the Specialist Teaching Service, Hearing Impaired service, Vision Impaired service, Occupational Therapy, Educational Psychology Services, Speech and Language and Autism Outreach Service.
- When subject teachers conclude that the strategies they are currently using to support the student are not resulting in the student learning as effectively as possible or they are not making expected progress, they will refer the student to the SENDCo, providing evidence of the strategies used and their impact relating to progress and attainment data.
- A series of cognitive tests may be used for further clarity and to help identify need.
- This process is based on the graduated approach in the SEND Code of Practice of Assess, Plan, Do, Review. Needs are assessed, a plan is drawn up in consultation with the student and parent to cater for the needs of the student, the plan is implemented and finally reviewed to measure effectiveness. This approach fully involves the young person and their family, and they are kept informed throughout the process as well as being asked for their input on a regular basis.

Students should be involved in making decisions where possible. The ways in which students are encouraged to participate should reflect the student's evolving maturity.

Parents and families are encouraged to be fully involved in their child's education. They are contacted to discuss their child's needs or parents can contact the college at any point if they have any concerns. There are opportunities for parents to meet the SENDCo termly to review progress (this may be virtually, in person or via telephone appointments). These opportunities are communicated by the College. There are also opportunities to speak to teachers and the SENDCo or Assistant SENDCo at Parents Evenings or they may wish to have a meeting in school with a teacher or with the SENDCo.

Managing students needs on the SEND register

There are two categories for entering the SEND register:

- **SEND Support**: Classroom teachers have initial responsibility for this and will ensure that parents are regularly kept informed if their child is experiencing difficulties. Pupils whose needs are not easily met through normal classroom differentiation will undergo in-house assessment to draw up a support plan supported by the SENCO.
- **Education, Health and Care Plan (EHCP):** This stage is identified by the code, as where the local authority takes the lead in assessing pupils and providing/reviewing EHCs.

Some students may be placed on a monitoring register. This is an informal document that enables the college to track the progress of students who may start to show signs of slowing progress or changes in presentation or who may have previously been on the formal SEND register.

Charnwood College aims to offer a broad and balanced curriculum in accordance with the national Curriculum. It aims to offer all students the opportunity to achieve success in their studies and as many GCSEs or vocational qualifications as possible.

Students with Special Educational needs are specifically included in this aim.

All students with disabilities and/or special educational needs are taught in mainstream classes and some may also receive additional support to allow them to access learning and to succeed to the best of their ability.

The College has high aspirations for students with disabilities and/or SEN, as for all pupils, and targets are regularly set and monitored to assess their progress and achievement.

The SEND department uses data and other information from previous schools to provide relevant exam concessions for students at KS3. At KS4 an external assessor is used to test for KS4 examination concessions. If the student is new to the Sixth form, this will take place at the start of KS5. Students may also be tested for exam concessions where concerns are raised by teachers or where they have a reading SAS of below 85. The SENDCo and Assistant SENDCo work closely with the Examinations Officer to submit evidence to the JCQ, who will formally approve concessions for GCSE examinations. These concessions must become the student's normal way of working. Parents are fully informed of this process and outcomes.

When a student has been identified as a student with special educational needs the subject teacher should initially provide the micro interventions as identified on the student's profile within the classroom, that are additional to or different from those provided as part of the school's usual curriculum and strategies.

The triggers for intervention through SEND support could be the teacher's or others concern, underpinned by evidence about a student who despite receiving Quality First Teaching:

- Makes little or no progress even when teaching approaches are targeted particularly in the students identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provisions in place
- Presents persistent emotional, social and/or behavioural difficulties which could be a sign of distress. These could include repetitive actions, behaving impulsively, socially distancing from peers to name a few.

The College offers all students the opportunity to participate in a range of educational activities. The College makes appropriate arrangements to allow students with disabilities and/or SEN to participate alongside their peers and to be included in activities in such a way that they are able to take part in the same activity.

To this end, staff make reasonable adjustments to activities, equipment and procedures to allow this to happen.

Students may also be supported in their participation by their teacher, by LSAs/TAs, other adults or by other students.

The SENDCo is responsible for maintaining and updating the schools SEND registers. Students on the SEND register will then be tracked and monitored by the SENDCo using data from subject teachers using data points.

Charnwood College values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

Charnwood College makes every effort to achieve maximum integration and inclusion of students with SEND and their peers, whilst meeting the individual needs of the student. The structure and systems in place are:

- A reading strategy with three-tiered approach to support
- Individual interventions to raise attainment in literacy/numeracy skills
- Small group interventions to raise attainment in literacy/numeracy skills
- Small group interventions to support social, emotional and mental health needs
- Individual interventions to support social, emotional and mental health needs
- Small group interventions to support communication and interaction differences
- Individual interventions to support communication and interaction differences
- Emotional Literacy (ELSA) intervention
- Classroom support to increase curriculum access and student achievement
- Additional support at KS4 booster sessions
- Adapted provision and micro intervention within a classroom setting
- Nurture space for unstructured times
- Specialist teaching intervention (including Autism Outreach, HI, VI)
- Access to external support such as teen health
- Pastoral support
- Peer mentoring

- A range of clubs and enrichment opportunities
- Homework support
- A 'broadening horizons' programme as part of the curriculum for KS3.
- Support to attend trips/visits
- An equal opportunities policy
- An anti bullying policy
- A Behaviour policy

Statutory Assessment/Educational health and care Plans (EHCP)

For a small number of students, the support given by the College through the SEND support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the college in consultation with parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment for Intervention funding through a support plan or for an EHCP. The request must adhere to the Local Authority criteria.

All EHCPs are reviewed annually. This annual review ensures that the parents, student, the LA, the college and all the professionals involved, consider the progress the student has made over the previous 12 months and whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the EHCP. It should involve the agencies that may play a major role in the young person's life both within and beyond the college.

The annual review of the EHCP must consider the same issues raised at all other reviews and the report to the LA should be in the same format. Local Authorities must also complete the review process in the same way as for all other annual reviews and within the same timescale.

Criteria for exiting the SEND record

The SENDCo reviews the progress made by all students on the SEND record by tracking their internal data. This data provides evidence of progress and is used to inform decisions about movement off the SEND record. If we feel that a student no longer needs SEND school support, we will remove them. Parents are notified in writing following a review meeting. If they have any concerns they can contact the SENDCo to discuss them.

Supporting students and families

Charnwood College values the input of parents to the success of the education of their children with disabilities and/or SEN and seeks to encourage their active interest and involvement.

Teachers and other staff seek to work with parents to support students in the most appropriate and effective ways possible. They acknowledge and value their unique knowledge and experience of their children's special needs, their strengths and the strategies that are most effective in helping them to learn. They seek to encourage them to share this knowledge with staff for the benefit of their child's education and welfare. Staff are always eager to talk to parents and parents are welcome to email, write or telephone the Learning Support office.

Parents will be informed that their child is placed on the SEN record and of the outcome of any assessment carried out. Parents of students with an Education, Health and Care Plan are invited to Annual Review meetings and provided with all relevant information and copies of documents relating to the process.

Formal information for parents on student progress, targets and performance will be provided through the College's normal reporting system.

Parents are welcome to be supported in meetings and in their dealings with the Learning Support team.

The SENDCo has created a SEND Information report for Charnwood College which can be viewed on the College website. Parents are invited into the College on a regular basis if they have concerns over their child's educational needs and this may involve the use of external agencies. On our website, parents are able to access information regarding admission arrangements, the Code of practice and the Local offer from Leicestershire Local Authority.

The SEND department uses data and other information from previous schools to provide relevant exam concessions for students at KS3. At KS4 an external assessor is used to test for KS4 examination concessions. The SENDCo and Assistant SENDCo work closely with the Examinations Officer to submit evidence to the JCQ, who will formally approve concessions for GCSE examinations. These concessions must become the student's normal way of working. Parents are fully informed of this process and outcomes.

The College seeks to maintain active links concerning SEN with its main feeder primary schools. The SENDCo is in regular contact with the SENDCos of our feeder schools to discuss the transition of pupils between KS2 and 3. Students are visited in their primaries and a significant number make pre-induction visits to familiarise themselves with the campus and for Charnwood college staff to meet and get to know them.

The learning support team also maintains good working links with FE colleges chiefly Loughborough college, in order to aid the transition of pupils to FE after their GCSEs. Students are helped with the application process, taken for visits and interviews where necessary and information is provided to the FE colleges orally and in references and files sent to them. Similar information is provided to other colleges and training establishments.

References are provided by the SENDCo for students applying for employment or apprenticeship on leaving Charnwood college.

Training and resources

The College's Continuing Professional Development programme includes topics directly related to students with disabilities and SEN and developing the knowledge and use of strategies and techniques for teaching. Topics are decided with reference to the College's Improvement Plan. The SENDCo contributes to the delivery of these training sessions.

The SENDCo delivers an introductory session for new teachers as a part of the College's staff induction programme.

There is additional specific training for members of the Learning Support Faculty aimed at developing their skills in supporting students with disabilities and/or SEN.

Members of the Learning support faculty attend courses and conferences where these are of particular relevance provided by outside agencies and independent providers. Where possible, training sessions are provided by outside agencies on College premises.

The learning support faculty has links with a wide range of agencies outside the school and seeks to maintain excellent working relationships with them to the benefit of students.

These agencies include the following:

- The Hearing Impaired Service
- The Visually Impaired Service
- Autism Outreach
- The Specialist Teaching Service
- NHS Occupational Therapy
- Educational Psychology Service for assessment and advice about individual students and for staff training
- School Nursing Service for health-related issues
- Leicestershire Social Care
- The Inclusion Service
- The Local Authority SENA Service
- CAMHs
- The Local SEIP

Roles and Responsibilities

- Mrs A Tyers is the Assistant Principal: SENDCo and Inclusion and the Designated teacher for Looked After Children
- Mrs C Hall is responsible for managing the College's responsibility for meeting the medical needs of students
- Mrs T Rowe is the Principal and DSL: Single Point of Contact with specific Safeguarding responsibility. Mrs Rowe is also a Designated teacher for Looked After Children.
- Mrs L Brotherhood is the Assistant SENDCo
- Mrs S parkins is the Emotional Literacy Support Assistant (ELSA)

The Special educational Needs Co-ordinator (SENDCo)

The governing body will ensure that the College appoints an appropriate person to act as the Special Educational Needs Co-ordinator. This person will have responsibility under the Principal for the day-to-day co-ordination of Special Needs provision within the college.

The SENDCo, Mrs A Tyers, can be contacted by email on atyers@charnwoodcollege.org or telephone 01509554400.

Arrangements for co-ordinating SEN provision

The following are the main responsibilities undertaken by the SENDCo:

- Leading on strategic issues relating to SEN and Disability Equality
- Overseeing the day-to-day operation of the College's SEN policy
- Co-ordinating provision for all pupils on the SEN Record
- Management of the work done to teach and support students with disabilities and/or SEN by members of the Learning Support Faculty
- Arranging for the formal and informal assessment of students' needs
- Maintaining the SEN Record and the records kept on students, ensuring that they are as full, accurate and up-to-date as possible

- Co-ordinating and chairing the review of EHCPs
- Liaising with faculties and advising teachers with regard to the needs of students and teaching strategies to meet these needs
- Contributing to the College's continuing Professional Development programme with reference to teaching strategies to address students' special educational needs
- Liaising with feeder primary schools in connection with transition issues
- Liaising with parents in connection with the welfare and progress of their children
- Liaising with various outside agencies with respect to the education and welfare of students
- Management of the Learning Support Centre in the College and of the Learning Support resources budget
- Reporting regularly to the principal and to the governing body on the work of the Learning Support Faculty
- Contributing to the College's Improvement Plan
- Overseeing and ensuring students with additional needs are tested for access arrangements and applications are made to the JCQ.

The Assistant SENDCo supports the SENDCo in carrying out the above duties.

The Learning Support faculty includes a team of Learning Support Assistants and Teaching Assistants. The LSAs and TAs provide support for learning either in-class or in withdrawal situations. They support learning in all subject areas in addition to developing student's literacy and numeracy skills.

Some of the team specialise in providing more personal support for pupils with heath or mobility difficulties to facilitate their access to the buildings, facilities and equipment as well as the curriculum.

The SEND team support the organisation and management of provision for students with disabilities and/or SEN.

All staff are made aware of their responsibilities for students with SEND whether or not the students have an EHCP. Clear communication lines between staff and the Learning Support team are established.

The Governing board

The governing body undertakes, in accordance with its responsibilities under the SEN Code of Practice, to do its best to ensure that the necessary provision is made to support pupils with a special educational need/disability at Charnwood College to:

- Access the curriculum
- Access the facilities on the campus
- Participate to the fullest extent possible in the life of the College

To this end they will strive to ensure that provision is made for pupils with disabilities and/or SEN that is additional to or different from the educational provision made generally for children of their age in LEA maintained schools or Academies (other than special schools).

The governing body will take an active interest in the provision for students with disabilities and/or SEND and one of its members will take on the specific responsibility for the oversight of this work.

The SEND governor is appointed annually by the full governing body.

The governing body will keep the College's SEND policy under review and will monitor both the policy and the College's provision to ensure that it continues to provide appropriately for students with SEND in the College.

The governing body makes use of the following criteria in monitoring and evaluating the success of provision for students with disabilities and/or SEN:

- The maintenance of accurate, up-to-date records by the SENDCo
- Evidence from classroom observations by the Senior Leadership team
- Analysis of data including GCSE results, projected grades and levels and key assessments
- Monitoring of procedures and practice by the SEN governor
- The College's Self-Evaluation Plan
- Evidence from OFSTED inspections
- The College's Improvement plan
- Reports to the Academy Scrutiny Committee's Welfare and Behaviour Committee
- The SEN Governor will send a report to the Academy Scrutiny Committee

Storing and managing information

All SEN information is stored securely in line with GDPR and the DRET policy on information management and data protection. Information is shared with relevant staff and confidentiality is upheld with the most sensitive information.

Reviewing the policy

The SEND policy will be reviewed annually to take account of educational changes for the provision of SEND students.

Accessibility

The Equality Act (2010) placed a duty on all schools and Local Authority's to plan and increase over time the accessibility of schools for disabled students to implement their plans.

Our Accessibility Plan, which pays due regard to the Equality Act (2010), The Children and Families Act (2014) and the SEND Code of Practice (2014) outlines the key considerations for our students with SEND.

Dealing with complaints

The governors are open to representation from parents of students with disabilities and/or special Educational Needs concerning any complaints they may have about the education of their child, specifically related to their individual needs and the provision being made for their child.

It is hoped that in the first instance differences and problems can be resolved through discussions between the parents and the SENDCo. If the parent is not satisfied with the outcome at this stage they should follow the procedure laid down in the College's Complaints Policy.

Should matters still not have been resolved to the parents' satisfaction, they can address their concern to the principal or to the SEN Governor at the College, preferably in writing.

The governing body undertakes to investigate any complaint referred to them by a parent and to attempt to resolve any differences that may have arisen between the parent and the College over the SEN provision for their child.

They will report their findings and outcomes of any investigation to the parents.

Bullying

Please refer to the college's Anti bullying policy.

Appendices

Please refer to the College website for useful links and a direct link to Leicestershire Local Authority's Local Offer.

Special educational needs and disability | Leicestershire County Council