



Soham Village College

ASSESSMENT OF AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES POLICY

Version:	V1.1
Author:	Director of Learning Support
Approved by:	Soham Village College School Advisory Body
Date:	October 2018
Review date:	October 2019

Staploe Education Trust

Excellence through partnership



Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or you person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Soham Village College we are determined to meet the educational needs of all our students.

Aims and Objectives:

Some students will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others as necessary. The Trust's intention is that the needs of all students are identified and met as soon as possible. All students whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school and all activities. Students with special educational needs will be encouraged to become independent and take responsibility within the school.

Everyone in the school community – those in governance roles, staff, students and parents - has a positive and active part to play in achieving this aim:

Staploe Education Trust / those in governance roles by fulfilling their statutory duties to students with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.

staff by acting on the principle that every member of staff is directly responsible for meeting the needs of all students, by working in partnership with the

SENCOs, student, parents and other agencies and by participating in appropriate training.

students by having their wishes about their own needs regularly sought and carefully considered and by all students treating their peers with respect.

parents through consultation and by working in partnership with the school to help meet their child's needs.

Equality

In addition to avoiding or minimising possible negative impacts for vulnerable children with SEND, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist for:

- disabled and non-disabled people
- people of different ethnic, cultural and religious
- backgrounds of girls and boys, women and men.

BASIC INFORMATION

Roles and responsibilities

Director of Learning Support	Adam Roberts
Special Educational Needs Co-ordinators (SENCo)	Inge Tucker & Angela Bocking
Disabilities and Special Educational Needs Advisory Body member	Shaynie Larwood-Smith

Class teachers are responsible for:

- Meeting with the SENCo to discuss additional needs and concerns;
- including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion;
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting students with SEND;
- meeting with parents of students with SEND to plan and set targets;
- writing, reviewing and collecting evidence to support target setting;

Director of Learning Support/ SENCos:

- oversees the school's special needs policy;
- advises teachers on how students might meet planned learning objectives;
- co-ordinates provision for students with special needs;
- maintains the school's special needs register and oversees the records on all students with special educational needs
- liaising, and working in partnership with the parents of children with special educational needs alongside the teachers;
- contributes to the training of staff and those in governance roles;
- liaising and working in partnership with external agencies,

Headteacher:

has overall responsibility for management of the policy, for assessment and provision for students with special educational needs, is the named Responsible person, and keeps those in governance roles informed. Any formal complaints about general or specific provision will be referred to the Headteacher.

External Agencies and Professional Support

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. These services include:

- Staploe Education Trust's SENCOs
- Other SENCOs in the circle schools cluster
- Educational Psychologist
- Specialist Teaching Team
- Speech and Language Therapy Service
- School Nursing
- Early Help Team
- Hearing Impairment Team
- Visual Impairment Team

Admissions policy:

The currently agreed admissions policy of the Trust makes no distinction as to students with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of students with an EHCP, the SENCO will work closely with the LA named officer in coming to a decision about the most appropriate provision for the student. No student can be refused admission solely on the grounds that s/he has special educational needs.

Allocation of resources

The culture, practice, management and deployment of resources in our school are designed to ensure that the needs of all students are met.

The Trust will allocate funds to meet the needs of students with special education needs. The Headteacher and Director of Learning Support will manage the funds allocated by them to meet the differing needs of the students in the school with special educational needs.

The Trust require the Headteacher and Director of Learning Support to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other students providing there is no disadvantage to the student to whom they are nominally allocated in respect of funding provided by the school as opposed to that provided directly to the student.

In-service training of staff and training for those in governance roles

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to those in governance roles, and will include details of training for class and subject teachers, the SENCo, Learning Support Assistants and other ancillary staff.

The SENCo and Director of Learning Support will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LA and other schools to devise and share training opportunities.

Those in governance roles will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for governor training.

GRADUATED RESPONSE AND PROVISION

The Code of Practice (2014) outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

<p>Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support for teaching assistants or specialist staff.</p>
--

Records

The records for all students with special educational needs will be kept using the system and pro-formas developed by the staff.

THE GRADUATED RESPONSE APPROACH IN THE SECONDARY PHASE

<i>Area of Need:</i>	<i>Examples of difficulties</i>
1. Communication and interaction	Speech, Language and Communication Needs Autistic spectrum disorder (ASD) Social Interaction Difficulties
2. Cognition and learning	Learning Difficulties Specific learning difficulties e.g. Dyslexia
3. Social, Emotional and Mental Health Difficulties	Challenging, disturbing or difficult behaviour Attention Deficit Disorder Attention Deficit Hyperactivity Disorder Attachment Disorder Depression
4. Sensory and/or physical Needs	Hearing Impairment Visual Impairment Physical Disability

High Quality Teaching

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

SEN Support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a student with SEND is to help school ensure that effective

provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess – Plan – Do – Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those actions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

When deciding whether to make Special Educational Provision the teacher and SENCo consider information about the student's progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, ongoing termly teacher assessment and early assessment materials.

Plan

The child will be placed on the SEND list (register) and their needs will be planned for. This could involve early morning literacy intervention and mentoring, the use of supporting materials such as pencil grips or writing slopes or seeking advice from external agencies and professionals. Targets will aim to achieve one of the following:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- An improvement in the child's behaviour, linked to an SEND need

Do

The arrangements decided at the planning meeting will be carried out. If outside agency support is required, this will be discussed with the SENCo. Teachers will plan to ensure that the student has opportunities to address their targets on a weekly basis and teachers will record the outcome of this. This evidence is monitored by the SENCo.

Review

Following termly assessments the SENCo will consider whether the student needs to remain on the SEND register or not. Where Education Plans are in place, reviews will be reviewed with parents. Parents will be informed if a child is removed from the SEN register.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school, but can be requested

by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Managing Students needs on the SEND Register

The SEND Register

The Register is maintained by the SENCOs. It is reviewed termly to ensure that:

- new students who have SEND are put into the system quickly;
- it is a current list of students who are still at the school;
- it informs teachers which students are on the SEND register;
- it can be used to inform termly student progress meetings;
- the most recent attainment levels are reflected within it.

There are two ways in which the needs of students who are on the SEND register are managed:

- Students who are not making progress, making limited progress or who are working below age-related expectations require an Education Plan so that everyone who is involved with the child knows what the child is working towards;
- Students who have barriers to learning where particular strategies have been put into place may not need an Education Plan. Information about strategies put in place to support them to be successful in school should be provided to all teachers and Learning Support Assistants.

Target setting for individual children

The SENCOs are responsible for:

- monitoring the quality of targets;
- ensuring that documentation is handed in in a timely manner;
- ensuring that any need for further support or discussion is followed up promptly;

The class teacher is responsible for:

- communicating to the SENCOs if there may be a need for further support;
- handing the correct documentation in to the SENCOs on time, for filing and sharing with parents and professionals;

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

EHA forms

Some Agencies require the completion of an Early Help Assessment (EHA) form to request support for students. Parental permission is always sought for a formal referral to any external service. A student's Education Plan should reflect any advice given by outside agencies. Parents are expected to attend reviews and to play a full part throughout the process.

Supporting Students and Families

The Cambridgeshire Local Offer can provide parents and students with further information about what they can expect from the Local Authority in terms of support for students.

The school has a Statutory requirement to provide a SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). The latest SEND Information report is available on the school website.

The staff at Soham Village College will continue to forge home school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent are welcome to arrange meetings to discuss any aspect of their child's progress with the class teacher or SENCOs. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or Parent Partnership Service.

Parent Partnership Service provides a range of support for parents of students with SEND. Some of their leaflets are available in school.

The school's SEND Policy is available in school, Parents are welcome to request this.

Assessment Arrangements

Students are supported to access all Statutory Assessments. This could include:

- 25% extra time
- having a reader to help access Maths and Writing tasks;
- access to a scribe
- working in a quieter room;
- having 'rest breaks' to help with refocussing;

The SENCos check the access arrangements for statutory tests, assessments and examinations and information is shared with the class teachers. The criteria for extra time are carefully examined and considered. Extra time is applied for where there are students for whom it is felt this would be beneficial and for those who will qualify for it. These arrangements are applied for in accordance with the guidance on the DFE website.

Transition Arrangements

Starting Soham Village College in Year 7

There are strong links between the College and local primary schools. Teaching staff visit to discuss students, including those with SEND from year 5. Transition work continues throughout year 6 and bespoke packages are designed for students who are particularly vulnerable during the transition. The school also invites students in for additional SEND induction days in year 6 to build confidence and to introduce them to the Hub staff.

Within School

Teachers liaise closely when students change groups particularly at the start of each academic year. Meetings are arranged wherever possible between the staff involved in monitoring the student's progress. Meetings can be arranged for parents to meet new teachers and discuss concerns they may have if they wish to do so.

Transfer to Post 16 provision

When children leave the College SEND records are transferred to the 16+ provision. Prior to this there are opportunities and support for all students with SEND to visit their providers and representatives from all local post 16 providers are available for consultation before the time for transfer.

Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and

social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Where students have medical conditions the school will support them to be in school and an active member of the school community. Reports and advice from medical professionals is shared with all people who are working with the student. In the case of acute conditions such as Anaphylaxia or Epilepsy all staff receive training in administering emergency medication. Where students require medication on a long term basis to help them manage a condition this is organised.

Monitoring and Evaluation of SEND

Teachers are regularly observed teaching by members of the School Leadership Team. Where there is an issue with an individual teacher they are supported to improve their teaching by the appropriate senior leaders. Work Scrutiny is also carried out by the School Leadership Team. There are regular Professional Development Meetings for teachers to improve their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision is recorded on an individual provision map for each year group, detailing the action and provision for children within the year. These are monitored by the Director of Learning Support. These reflect information passed on by the SENCOs at the beginning of an academic year and are adapted following assessments. These actions are monitored and evaluated termly by the Director of Learning Support and SENCOs and information is fed back to the staff, parents and those in governance roles. This helps to identify whether provision is effective.

Training and Resources

The Head of School, Director of Learning Support, SENCOs and the School Advisory Body regularly monitor the needs of students with SEND. Resources are allocated according to need. The school has a continuing commitment to purchase appropriate resources for students with SEND. We follow LA guidance, to ensure that all students' needs are appropriately met.

Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Trust Board in co-operation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for students with special educational needs - it maintains a general overview of this aspect of the school. The School Advisory Body, monitor and discuss the SEND provision in the school.

Those in governance roles must ensure that:

- the necessary provision is made for any student with SEND
- all staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their student
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.

Those in governance roles play a major part in school self-review. In relation to SEND, members of the School Advisory Body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

COMPLAINTS

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to a SENCo.

In the event of a formal complaint parents should follow the Trust's Complaint Policy which is available on the school's website. The Parent Partnership Service is available to offer advice.

EVALUATION OF SUCCESS

The members will evaluate the success of this policy of the school by enquiring how effectively students with special educational needs participate in the whole curriculum and all activities.

In particular the members will come to judgements about:

- the views of parents on the working of parent partnerships;

- the effectiveness of the graduated response in meeting needs, closing the attainment gap between the child and their peers, preventing this from widening and, where relevant, improving the child's behaviour.
- how well students with special educational needs take part in the whole curriculum of the school;
- how independent students with special educational needs become;
- how students with special educational needs take responsibility about the school;
- how resources have been allocated to and between students with special educational needs;
- details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

The members' observations on the above matters will form the basis (together with the legally required financial information) of the special needs section of the annual report to parents