

SEND Policy

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At The Spires College we seek to serve the local and wider community by offering students a fully inclusive learning environment in which to flourish as individuals. We are committed to inclusion and this is embodied in that every teacher is responsible and accountable for all students in their class; every teacher is a teacher of Special Educational Needs and Disabilities (SEND).

1. General principles

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or ability:

- ▲ All students are entitled to a broad, balanced, relevant and differentiated curriculum.
- ▲ All students are entitled to be valued by all staff for the individual contribution they make and, therefore, are entitled to experience success and feel positive about themselves.
- ▲ The members of the governing body together with all subject teachers, learning mentors, Heads of Department, Heads of Year and the Senior Leadership Team accept responsibility for students with special educational needs and disabilities. All teachers are recognised as teachers of SEND.
- ▲ SEND occurs across the full ability range; students may require special provision or consideration during their time at the college (the details of which are included in this policy).
- ▲ Many students, other than those identified as having SEND, may need temporary help and support during their academic life as they face setbacks.

2. Definition of Special Educational Needs

The Code of Practice (2014) states that:

A child or young person has SEND if they have a learning difficulty or a disability that requires 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:

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

Where a child or young person has a disability or health condition that requires special educational provision to be made, they will be covered by the SEND definition. (Special Educational Needs and Disability Code of Practice: 0-25 Years – Department for Education June 2014)

3. Aims and objectives

We aim to:

- ▲ Ensure that students with special educational needs are given every opportunity to experience success, achievement and fulfilment in their work.
- ▲ Ensure that students with SEND join in the activities of the college together with students who do not have SEND, so far as that is reasonably practical and compatible with the students receiving the necessary special educational provision.
- ▲ Provide educational, emotional and technical support in a positive learning environment.
- ▲ Ensure that staff and governors will operate a system that effectively identifies and monitors the performance of students with special educational needs; to conduct regular reviews of their progress and the provision made for them as outlined in the SEND Code of Practice (2014).
- ▲ Provide inclusive education for students who have difficulty accessing the curriculum.
- ▲ Maintain, review and update a record of the needs of each SEND student and make these details available to all teaching and support staff.
- ▲ Ensure that all staff (including relevant outside agencies) are aware of, and involved in, furthering the education of students with special educational needs and disabilities.
- ▲ Continue to follow transition protocol in line with Torbay Local Authority, to ensure the sharing of information in order to enable support for students with special educational needs and disabilities.

4. Identifying students with SEND

The SEND Coordinator - SENDCO, the designate Head of Year 7 and the Vice Principal with responsibility for Primary/Secondary transition will liaise with relevant primary schools to ensure that information about all students transferring from primary school to the college is shared effectively.

At the start of Year 7, or on entry, all students will be assessed on their cognitive ability (CAT tests) to ascertain strengths and weaknesses in order to create a learning profile across the subject range. This information will be used alongside data from Primary Schools to ensure that students who may need additional support, within any subject area, are identified and early intervention is provided.

Once needs are identified, a graduated response to supporting the student's need will begin. The college may undertake early intervention in order to support students with any difficulties

they may be experiencing; the aim is to support students to develop independence as they progress through the college, helping them to prepare for life beyond school. Where relevant, the SENDCO may enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

Details of each student with Special Educational Needs including the nature of their learning disability, recommended teaching strategies, strengths and history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to liaise with the SENDCO should they have any concerns that a student may have previously unidentified Special Educational Needs. There is a referral process, which supports concerns raised by teachers, Heads of Department and Heads of Year and then assessments are undertaken to identify any specific need.

5. Assessing and reviewing student progress towards outcomes

All students at the college have individual academic targets, which are set centrally, based on ability on entry. Progress towards these targets is assessed by class teachers and is reviewed across four data sets, which are informed by ongoing assessment. Student progress is monitored by the class teachers, Heads of Departments, Head of Year and the SENDCO.

Students who require additional support through a SEND Plan or with Education, Health and Care Plans (EHCPs) could have additional targets, which will be monitored and reviewed by the SEN/Pastoral Team. These targets will reflect the ambitions and aspirations of the student and will be outcome based. Progress against these targets will be reviewed at least annually. Parents and carers will be invited to annual reviews of EHCPs, at which point their views as well as those of the students will be sought. Relevant professionals will be invited to these reviews, where appropriate.

6. Supporting students between phases of education

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible.

The Transition Support Team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

Students identified as vulnerable, having SEN, or requiring extra support on transition will be identified by Primary Schools as requiring enhanced transition arrangements. The SENDCO may be invited to Year 5 and/or 6 Annual Reviews. The Enhanced Transition programme aims to increase familiarity with the college environment and expectations, and to reduce any anxiety that the student may have. It enables pastoral staff to assess student need and profile the level of support a student will require on entry to the College.

In-year admissions to The Spires College, depending on student need, may be supported by an enhanced transition. These arrangements may be put into place utilising the Learning Intervention Centre (LIC). A bespoke package of transition may be created in order to ensure success for students who require this additional support.

During Years 8 and 11, all students with EHCPs will have the opportunity to meet with an advisor from Careers South West; this is in order to provide students with independent advice and guidance for transition from Key Stages 3 to 4, 4 to 5 and beyond. Year 8 Transitional Annual Reviews should aim to help students explore their aspirations and how different Key

Stage options can help them meet these. The Year 11 Annual Reviews should aim to explore Post-16 options and create a clear pathway for progression Post-16. Information relating to the needs of the students will be shared with the next educational provider and The Spires College may support transition visits where required.

7. Adaptations to curriculum, teaching and the learning environment

We passionately believe that all teachers are teachers of SEND. There is an expectation that teachers will be aware of the learning needs of all students that they teach, and will differentiate their teaching strategies and their resources appropriately.

The SENDCO, with the help of external professionals where appropriate, will work with staff to ensure that our very best endeavours are focused on ensuring that every student is able to access the curriculum.

The Equality Act (2010) requires schools to make reasonable adjustments to ensure that all students, visitors and members of the college community are able to access the same opportunities. We will make every effort to make reasonable adjustments. Not taking "reasonable steps" to avoid putting the aforementioned at a substantial disadvantage can only be justified if there is a reason that is both material and substantial to the particular case. The college can take account of the:

- ▲ Needs to maintain academic and other standards;
- ▲ Funding available;
- ▲ Practicalities of making the particular adjustment;
- ▲ Health and safety;
- ▲ Interests of other students or members of the wider school community;
- ▲ Reasonable adjustments are made on a daily basis according to need, by working collaboratively with students, their parents/carers, visitors and all members of the college community.

8. Ensuring expertise among teachers and other professionals to support SEND students.

The college places great value in the professional development of our staff. All staff follow a clear induction programme, which includes an SEND session focusing on 'Quality First Teaching', differentiation and adapting teaching strategies to meet the needs of all students. All staff can access on-going support advice and guidance through the college's SENDCO and Teaching and Learning Forums.

The SENDCO works closely with the Senior Leadership Team to ensure that a range of training opportunities and resources are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of all current students.

9. Provision for Students with Special Educational Needs

The college operates a graduated approach to student need. The vast majority of concerns can be dealt with by class teachers, tutors, Heads of Department, Heads of Year and Pastoral Support Managers. The first contact is the student's tutor, Pastoral Support Manager or Head of Year. If a concern persists the tutor will signpost parents/carers to the most appropriate person to support them. If there are still concerns that needs are not being met, then the relevant staff member may seek to consult or refer the student for support or intervention through the SENDCO.

The progress of all young people including those with SEND is the responsibility of the class teacher. The overview of SEND students' is the responsibility of the SENDCO, who will monitor, coordinate and evaluate the provision of these students.

The SENDCO can be contacted by telephone on 01803 400660 or by the email address published on our website.

10. External Support

The College is able to access external support as part of the Local Offer. Information about the Local Offer is available at <http://www.torbay.gov.uk/index/yourservices/education/sen/sendreforms/localofferinfo.htm>.

11. Enabling students with SEND to have access to facilities and extra-curricular activities

The SENDCO works closely with specialist advisory teachers from Torbay Local Authority to ensure that all students with physical or sensory needs have the best possible opportunity to access facilities in the college. This may involve accessing or purchasing specialist equipment or making special arrangements to assist a student with moving around the college site. The Spires College is committed to Inclusion.

12. Supporting and improving social and emotional development

The Vice-Principal responsible for SEND, the SENDCO, and the Learning Intervention Manager, work closely with Heads of Year and the Designated Safeguarding Lead, to ensure that all students are able to access learning and make progress.

During morning registration, all students have the opportunity to speak to their tutor, and to take part in activities that address spiritual, moral or health-related issues. Students identified with social and emotional difficulties may participate in group or one to one intervention programmes. When appropriate, advice or intervention from external professionals will be sought.

13. Concerns and Complaints Procedure

Regular communication between home and school is essential and central to a student's progress. A phone call, letter, text or email may be used to support or initiate communication. If parents or carers or students wish to raise a concern, the student's tutor or Head of Year should act as the initial contact via the school Reception. All staff should be regularly available to discuss progress and any concerns.

The SENDCO is also available to discuss progress; relevant information from outside professionals may be discussed with you or with the person involved directly, or where this is not possible in a written report.

Any formal complaints should be made through the Complaints Procedure as detailed on college website.

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