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Special Educational Needs & Disabilities (SEND) Policy

September, 2021

Introduction & aims

Carfax College aims to provide high quality teaching that is personalised to meet the needs of individual pupils.

This policy is based on the statutory Special Educational Needs & Disability (SEND) Code of Practice (January 2015) & the following legislation:

- Part 3 of the Children & Families Act 2014, which sets out schools' responsibilities for those with SEN & disabilities;
- The Special Educational Needs & Disability Regulations 2014, which set out schools' responsibilities for education, health & care (EHC) plans & SEND co-ordinators (SENDCOs).

Definition of a Disability

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial & long-term adverse effect on someone's ability to carry out normal day to day activities.'

Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is defined in the Special Educational Needs Code of Practice (DfE, January 2015) below:

A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age

or

- has 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.

As an independent college, Carfax College is not obliged to have regard to the Code of Practice, but we do seek to follow its guidance.

At Carfax College, we aim to:

- promote positive attitudes and individuals' confidence, ensuring all students experience success
- create an environment that meets the special educational needs of each pupil
- identify, assess, record and regularly review students' special educational needs
- involve all partners in the process – staff, parents, SENDCO, pupils
- ensure that parents are able to play their part in supporting their child's education and that they are involved in all aspects of SEND
- ensure that the pupils have a voice in this process and are fully involved in the setting of targets and in the review process

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The role of the SENDCo

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for pupils with SEND
- liaising with the relevant personal tutor where a looked-after pupil has SEND
- advising on a graduated approach to providing SEND support
- advising on the deployment of the college's resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- working with the principal and college governing body to ensure that the college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the college keeps the records of all pupils with SEND up to date.

The four areas of special educational need:

Pupils' needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- 1. Communication and interaction:** Speech, Language and Communication needs, and Autistic Spectrum Disorder (including Asperger's Syndrome)
- 2. Cognition and learning:** Specific learning difficulties (SpLD) such as dyslexia, dyspraxia, dyscalculia, dysgraphia.
- 3. Social, emotional and mental health:** behaviour reflecting underlying health difficulties; mental health difficulties (e.g. anxiety, depression); Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder; Attachment Disorder
- 4. Sensory and/or physical needs:** Hearing Impairment; Visual Impairment; Physical Disability; Multi-sensory Impairment.

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Co-ordination and managing provision at Carfax College

The Deputy Principal acts as SENDCo and meets frequently with tutors and staff to discuss SEND issues and to give support and advice. SEND policy and provision are discussed regularly at both staff and welfare meetings in order to raise the achievement of students with SEND.

The SENDCo oversees interventions via the Individual Provision Trackers. All interventions and updates are recorded to individual Pupil Passports when they are put in place.

There is opportunity for informal daily contact between staff to discuss concerns. Parents/carers are kept informed by the SEN Team and are encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents/carers and students with an Education, Health and Care Plan and carries out Annual Reviews as appropriate.

Where there is a concern that parents need extra support, the staff would refer them to the Special Educational Needs and Disabilities Information Support Service (SENDIASS). If the situation becomes more concerning, the 'Early Help'/'Team Around the Child'/'Team Around the Family' process would be used to identify areas for change and engage support from other professionals.

Students' specific needs are discussed with parents/carers when admission to the college is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required this will be arranged and acted on as appropriate.

Where a child has a disability the SENDCo ensures that all adults are informed about effective management strategies, and that other students are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's individual needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

Graduated Approach

Support takes the form of a four-part cycle 'through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the 'graduated approach.' – Assess, Plan, Do, Review.

All those working with pupils are alert to emerging difficulties and the need to respond early. Pupils who are thought to have Special Educational Needs may be identified in a number of ways.

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- Initial assessment is organised for all new pupils. Any concerns raised are investigated at this point. Where the concern is substantial, parents are contacted immediately and an extended assessment can be made
- a child's early history and/or parental concern
- low entry profile
- a pupil's lack of progress despite receiving a personalised curriculum
- low achievement in the National Curriculum, i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems
- requiring support for examinations and assessments.

The SENDCo and tutors, together with specialists, and involving pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed two times an academic year.

The Graduated Approach

1 Assess

At the point of identification, all tutors are contacted and asked to give details of how the pupil is performing in their lessons. It may be that no further action is recommended at this stage, or it could be that identification is taken to the next stage. Examples of the pupil's work will be collected, if necessary, showing the exact nature of the cause of concern. If these results indicate that a full assessment would be helpful, the SENDCo will speak with the parents/carers.

Some parents may wish to have an external assessment, but it should be noted that JCQ (the body to whom requests for Access Arrangements for examinations are made) prefers assessments to have been done internally. Should an external assessment be preferred, the parents should have a written agreement from the SENDCo prior to the assessment. Due to the requirements of the JCQ for 'evidence of need' and 'history of provision' we prefer not to undertake Educational Assessments on pupils in the last six months before external examinations.

After possible SEND needs have been identified using the information gathered from the abovenamed sources, some pupils will be recommended to have a full educational assessment. The main aim of the assessment process is to facilitate progress in a pupil's learning.

Effective assessment provides:

- a statement of current attainment
- a statement of cognitive ability

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- a means by which we can ascertain if the pupil is underperforming, and in which areas
- a profile of strengths and weaknesses from which the most effective teaching strategies for the pupil can be developed

2 Plan

Once an educational assessment has been undertaken and a report written, a plan is made. The SENDCo discusses the findings with the parent/carers and the pupil (either together or separately). A Pupil Profile is devised in consultation with the pupil and sent to all tutors.

3 Do

All who teach the pupil are required to implement recommendations from the Pupil Profile in the classroom. These are reviewed at least twice a year. If the pupil is found to have an SpLD their name is added to the SEND register. A Pupil Passport sheet is also created and sent to tutors. This documents learning strengths/difficulties, recommended teaching strategies, long/short term goals, and internal/external support provision. The Pupil Passport also acts as a working document, as the results from reviews are uploaded twice a year and help the monitoring system of the pupil. Tutors can also make reasonable adjustments based on the difficulties that have been identified.

4 Review & monitoring

Progress is monitored continuously.

The SENDCo and Senior Tutor meet/liase regularly with subject staff. The provision made for the pupil is continuously monitored by the SENDCo throughout the year via informal tutor feedback, formal grading, lesson observation, monthly reports, and examination results. Such monitoring allows for a constant review of provision, and tutors, can adapt their support to the current need.

The SENDCo also meets with the pupils and updates test results, at each key stage, to ensure that the provision for examinations remains appropriate. Continual monitoring enables an ongoing review of provision for SEND needs. All data from the monitoring is available to all teaching staff so that adjustments can be made to their teaching. The data from the monitoring also enables the Pupil Profiles and Pupil Passports to be updated. Fact sheets, written by the SENDCo and external agencies, are regularly disseminated to staff. These can be used to help staff make reasonable adjustments in the preparation and delivery of their lessons.

Each year the SENDCo meets with all those with SEND needs in Year 10 and Year 12 to review their Access Arrangements and to discuss whether or not they feel that any changes need to be made to their Pupil Profile.

Parent/Carer Liaison and Involvement

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Parents/carers are encouraged to communicate with the SENDCo about any concerns or difficulties, interests or aspirations that are either specific to - or that are seriously affecting - their child's education. Parents are aware that they can make an appointment to see the SENDCo at any time, or communicate via the post, e-mail or the telephone.

Parents/carers are involved in the initial identification of their child's needs as well as the planning of provision. They are also informed as to how their child will be monitored and how their provision is reviewed.

All pupils are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. We encourage pupils to participate in their learning by being present for at least part of review meetings, depending on the nature of the review, to share their wishes and feelings with families and staff. This is difficult for some pupils, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Working with outside agencies

The college supports a multi-disciplinary approach to maximise the educational provision for SEND pupils and so it will refer pupils to, and work with, Educational Psychologists, specialised teachers, health professionals, therapists, advisers, agencies and support services whenever this is deemed necessary. The college seeks to support children and young people in moving between phases of education, such as to higher education. The school ensures that the right documentation is in place and that appropriate advice is given.

The SENDCo will make a pupil's Special Educational Needs known to other schools and colleges to which they may transfer. If the pupil is transferring to another school, it may be appropriate to outline the provision that has been made and the targets that have been met. Information is only passed on with the consent of the parents/carers.

Staff development

The school is committed to gaining further expertise in the area of special needs education. Current training includes online and in-person school training sessions; SENCo, SEND teachers meetings; attendance at Local Authority meetings and the reading and discussion of documents on SEND.

Summary and Conclusion

In line with the recommendations of the Code of Practice, Carfax College recognises that all children and young people are entitled to an education that enables them to achieve their best. It recognises that the quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

We aim to enable every pupil to become an independent learner and so gradually decrease the amount of provision during the course of their attendance at school. However, at all times we are available should the pupil need help.

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This policy is reviewed annually and is amended as necessary, in the light of changes in legislation, the adoption of new initiatives, or the publication of Government/inspection reports.