

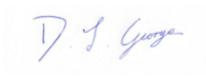


North Somerset Enterprise and Technology College

Special Education Needs and Disability Policy

SEND Policy

Next Review: September 2019

Signed: 

Dated: 13/09/2018

Principal

Signed: 

Dated: 02/10/2018

Chair of Governors

1. Policy Statement

The NSETC SEND Policy has been written with the Guidance of the SEND Code of Practice (2015) and in consultation with the Principal, SEND Governor, Senior Leadership Team, teaching and support staff, parents and students with SEND.

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2015), section 3.65, and has been written with reference to the following guidance and key documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations
- Statutory guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

2. Aims of this Policy:

- To communicate how NSETC will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all students with special educational needs and/or disability.
- To define special educational needs and/or disability and NSETC's provision for students with such needs.
- To inform parents how NSETC will do its best to ensure that the necessary provision is made for any student who has SEND.

3. School Context

North Somerset Enterprise and Technology College caters for students aged 14-19 with 92 students on roll. It prides itself in being committed to delivering an inclusive education to all our students, to help ensure they reach their full potential. We value every child as an individual as we recognise that all students have individual strengths, weaknesses and learning needs.

4. Key Staff

Principal: Mr Darran George

SENCo: Joanne Philpott

SEND Governor: Ann Driver

Special Educational Needs Co-ordinator (SENCo)

The SENCo is the person who is responsible for managing the provision for children and young people with Special Educational Needs and Disabilities (SEND).

Ms Philpott is working in partnership with colleagues in the Faculty of Inclusive Practice at Weston College, who have recently achieved a Beacon Award for their SEND Provision. Ms Philpott is a member of the Senior Leadership Team (SLT).

5. A commitment from NSETC Governing Body

The NSETC and its governing body recognise that all students have differing abilities, learning styles and rates of progression and as such will operate an inclusive approach to all learning for all students and ensure the potential of every student is maximised irrespective of ability, disability, race, social origin, religion, gender and sexual orientation.

Inclusion is the responsibility of all staff within NSETC. The NSETC is ambitious for its students and will create a learning environment that enables all students to succeed and progress beyond their expectations. Inherent to this achievement is the promotion of a positive learning culture where all students recognise, value and enjoy the learning experience; respect diversity; are safe and feel safe; and gain the skills and attitudes they need for future success.

The NSETC ethos will be to empower and enable all students particularly those with SEND to take control of their own learning and with the support of SEND specialists develop the necessary skills and strategies to become independent students.

In line with the SEND Code of Practice, NSETC is committed to enabling children and young people with SEND to reach their full potential and support families to do the best for their children by adopting a multi-agency approach.

6. Definition of Special Educational Needs and Disability (SEND)

“Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority” (SEND CODE OF Practice 2015).

A child has a disability if he or she has a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities.

If a child’s home language is different from the one they are being taught in, they must not be regarded as having a learning difficulty.

7. What is the Code of Practice?

The Code of Practice (2015) underpins the support for students for whom there are barriers to learning. The Code of Practice has a clear system of support based on the principle concept 'assess – plan – do – review'. This process ensures that we provide support for students based on accurate and on-going assessment of needs, impact of interventions and outcomes for the child.

The Code of Practice focuses on four key areas:

Cognition and Learning

Diagnoses which fall under the Cognition and Learning category are: Dyslexia, Dyscalculia, Dysgraphia, Attention Deficit Hyperactivity Disorder (ADHD), Global Learning Delay, short-term working memory and a range of other additional learning needs which are classed as Specific Learning Difficulty (SpLD) and Moderate Learning Difficulty (MLD).

Communication and Interaction

Speech, language and communication difficulties fall in to this category which includes Autism and a range of expressive and receptive language issues which affect a child's social skills.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have a disorder such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Physical, Sensory and Medical

Students who have a physical, sensory and/or medical needs which is long-term and has a substantial adverse effect on their ability to carry out normal day-to-day activities. This category includes epilepsy, vision and hearing impairment, cerebral palsy and hypermobility syndrome.

At NSETC, we assess each child as required, and make appropriate provision based on their identified needs. However, not all children identified as having a disability will require this provision.

8. What is an Educational Health Care Plan (EHCP)?

The 'Statement of Special Educational Need' was ceased in September 2014 and the Government has replaced it with the Education, Health and Care Plan. Therefore, if your child currently has a Statement, this should be in the process of being transferred to an EHCP.

For a student to be eligible for an EHCP they will have been identified as having a severe need of individual or small group teaching, which cannot be provided from the school's current resources.

9. Identification of SEND

Parents/carers, students and or teachers can inform the SENCo of any concerns which they may have regarding the progress and support their child receives.

When a concern has been raised about a child, the SENCo will complete an Initial Needs Assessment (INA), speak to the classroom teachers and observe the child in lessons and to identify what their need or barrier to learning may be. Once this has been completed, the SENCo contacts the parent/carers and informs them about what has been identified and arrange a meeting to discuss the way forward.

Before students begin at NSETC in Year 10, the SENCo and Welfare Officer liaise with their previous school to gain information on the students.

NSETC is dedicated to identifying SEND early so that the right support can be put into place promptly. The early identification of SEND enables the SENCo to ensure the correct provision and strategies are in plan and to minimise any difficulties later on.

All learners who have been identified as having SEND needs are reviewed in the weekly ALPS (Additional Learning and Pastoral Support) meeting. An individualised programme is put in place if required and all teaching staff are informed of the interventions which have been put in place.

If a student is identified with having SEND, this is recorded on the SEND register and a Pupil Profile is created in collaboration with the student and in some cases the parents and describes the best strategies for supporting them in a classroom environment.

10. Examples of our support for SEND

The examples below describe some but not all of the wide range of support that we currently give or can provide.

Type of SEND	Possible Support, depending on level of need
Dyslexia/Literacy Difficulties	<ul style="list-style-type: none"> • Individual Pupil Profile with clear strategies identified. • Advice for subject teachers and tutors on teaching strategies. • In-class support. • Monitoring of progress and regular assessment. • Referral and testing for Examination Access Arrangements. • Text reader/speech to text accessibility features on computers. • Referral to Vulnerable Learner Service (Educational Psychologist).
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Individual Pupil Profile with clear strategies identified. • In-class support – individual instructions. • Behaviour Reports to Head of Behaviour and Standards • Behaviour management programmes linked to a rewards system. • Pastoral Support Plan (PSP). • Referral to CAMHS and the Vulnerable Learner Service (Educational Psychologist). • Referral and testing for Examination Access Arrangements. • Access to the Welfare Officer and counselling services. • 1:1 Specialist Support. • Individualised timetables which include working in 'The Hub' with the Behaviour and Inclusion Manager
Autism/Social Communication and Interaction Difficulties	<ul style="list-style-type: none"> • Individual Pupil Profile with clear strategies identified. • Advice for subject teachers and tutors on teaching strategies.

	<ul style="list-style-type: none"> • In-class support – individual instructions and prompts to keep the student focused. • Advance notice of planned changes to reduce anxiety and distress and make relevant adjustments. • Referral to CAMHS and the Vulnerable Learner Service (Educational Psychologist). • Modified timetables, which can include working in the SEND room • Referral and testing for Examination Access Arrangements. • Access to the Welfare Officer and counselling services. • 1:1 Specialist Support.
Visual and/or Hearing Impairments	<ul style="list-style-type: none"> • Advice to teachers about where to position students in the classroom. • Individual copies or PowerPoint presentations and written instructions. • Enlarged texts. • Referral and testing for Examination Access Arrangements. • 1:1 Specialist Support.
Hearing Impairment	<ul style="list-style-type: none"> • Advice to teachers about where to position students in the classroom due to the acoustic environment. • Referral and testing for Examination Access Arrangements. • 1:1 Specialist Support.

11. Examination Access Arrangement

Some students will require Examination Access Arrangements (EAAs) in order to access tasks in lessons and for the GCSEs and A-Levels. This is to make it fair for all students and to remove any disadvantages they may have to make progress and achieve. However, Examination Access Arrangements must reflect the child's normal way of working in a lesson.

Teachers and tutors can make a referral and provide evidence to the SENCo, who will then arrange for the student to be tested for Examination Access Arrangements. The assessor will speak and assess the student to discover what they are entitled to in line with the JCQ Guidelines.

If the reasons for Examination Access Arrangement is for medical reasons, then the parent and student must provide evidence from their Doctors to support their application.

If a parent feels that a student is at a disadvantage in a particular area and feels they would benefit from having an Examination Access Arrangement in their lesson, they should speak to the subject teacher first who will then provide suitable evidence to the SENCo.

There are a range of Examination Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (25% - may be up to 50% for exceptional cases)
- Reader
- Word-processor
- Small group
- Modified papers.

12 Continuing Professional Learning, Training and Resources

NSETC are committed to providing the support, resources and training required to meet the needs of teaching staff and support staff. This is delivered through regular sessions including INSET days. Ongoing training is planned and adapted in relation to the changing needs of the students.

The SENCo regularly attends the North Somerset Local Authority (LA) SENCo cluster meetings to keep up-to-date with local and national updates in SEND.

All new staff complete an induction, which includes meeting with the SENCo to understand the policy and procedures around the SEND provision and practice. This also allows the SENCo and new member of staff to discuss the needs of specific students.

13 Admissions

NSETC serves its local community and all students living in the catchment area are encouraged to attend. Admission arrangements for students with SEND are the same as for all other students.

Students who have an EHCP where the NSETC is named as their chosen school will be considered. The SENCo, SLT, Principal and Governors will consult about whether NSETC can meet the needs of the child before they offer them a place to ensure that the school is the right place for the student.

If NSETC is oversubscribed, the allocation of SEND places will take precedence before other places are allocated.

At post 16, students who have an EHCP will be offered a place, providing that the course entry criteria is met.

14 How do we support transition?

Students with SEND are initially identified through the transition process. The transition process enables key staff (SENCo, and the Welfare Officer) to liaise closely with the student's current school, teachers and agencies that are currently working with the child to share key information.

Subject teachers and tutors will raise any concerns they may have with the SENCo if they feel that their Quality First Teaching is not sufficient to meet the needs of an individual student. As soon as a concern has been raised with the SENCo, the child's data will be analysed; an Initial Needs Assessment (INA) will be completed and an observation will be carried out.

15 The Responsibilities of the Governing Body

In close liaison with the Principal and the SENCo, the governing body is responsible for ensuring all SEND students have the appropriate provision in place in line with the Code of Practice. The governing body ensures that all teachers and support staff are aware of the importance of identifying and providing the appropriate support for students with SEND. They guarantee that students with SEND are integrated as fully as possible into all lessons and activities. In addition, they closely monitor the effectiveness of the school's SEND policy.

SEND Governor: Ann Driver

16 Complaints

NSETC takes very seriously any complaints by parents/carers or students. Any complaint regarding the SEND Policy or the provision made for students with SEND should be addressed in the first instance to the SENCo. The SENCo is responsible for carrying out an investigation regarding the complaint, and making a full report to the Principal. If the complaint relates to/or actions directly relate to the SENCo, the Principal is in charge of the investigation. If needs are not being met, the SENCo is responsible for ensuring that they are attended to.

If you feel the complaint has not been dealt with and you are still concerned, the complaint should be made directly to the Principal and if not satisfactorily resolved then it will be passed on to the governing body.

17 Glossary of Terms

Abbreviation	Meaning
ASD	Autism Spectrum Disorder
CAMHs	Child Adolescent Mental Health Services
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IBP	Individual Behaviour Plan
IEP	Individual Educational Plan
PCP	Person Centred Plan
PDA	Pathological Demand Avoidance
PSP	Pastoral Support Plan
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
VI	Visual Impairment
YES	Youth Employment Service

18 Links to further information and support

British Dyslexia Association	http://www.bdadyslexia.org.uk/
DFE SEND Code of Practice: 0-25	http://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DFE SEND: guide for parents and carers	http://www.gov.uk/government/publications/send-guide-for-parents-and-carers
Kids	https://www.kids.org.uk/
North Somerset's Local Offer	http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel
Supportive Parents: Supporting families of children with SEND	http://supportiveparents.org.uk/sevices-in-n-somerset/
The National Autistic Society	http://www.autism.org.uk/