



POLICY FOR THOSE STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR LEARNING DIFFICULTIES OR DISABILITIES

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide!

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

Overview

This policy has been written with reference to the following guidance and documents.

- Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- Equality Act 2010
- Teachers' Standards (2012)
- The following suite of St Edmund's College documents in particular:
 - Academic Handbook
 - Curriculum Policy
 - Development Plan
 - Safeguarding & Child Protection Policy
 - SENDA Policy

The Head of Learning Support is not a member of the Senior Leadership Team (SLT) at St. Edmund's College. The SLT advocate is Mr M L Barber, Senior Deputy Headmaster.

Head of Learning Support/SENDCo (St Edmund's College and Preparatory School)

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Defining Special Educational Needs

Students have special education needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of students 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 students of the same age.

Students 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.

Inclusion statement

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision.

The Governing Body will ensure that appropriate provision will be made for all students with SEND. All students with SEND will have their needs addressed via a broad and balanced academic and social curriculum which is accessible to them. SEND students will be fully integrated into all aspects of College life. All teachers at St Edmund's College should see themselves as teachers of students with special educational needs following good practice in this area.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive College
- To ensure the identification of all students requiring SEND provision as early as possible in their College career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet student need
- We recognise that many students will have special needs at some time during their College life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Admission Arrangements

As stated in the St Edmund's College Admissions Policy no student will be refused admission to the College on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Management of SEND within St Edmund's College

The Headmaster has delegated the responsibility for the day to day implementation of the policy to the SENDCo/Head of Learning Support who has Qualified Teacher Status and holds the SENDCo National Award. The management of SEND is supported by three full-time teaching assistants.

All College staff have a responsibility for students with SEND. All teachers are teachers of special educational needs and staff are made aware of their responsibilities towards students with SEND, whether or not students have an Education, Health and Care Plan (EHCP or Plan). A positive and sensitive attitude is shown towards those students.

The SENDCo/Head of Learning Support is responsible for:

- Overseeing the day-to-day operation of this policy
- Co-ordination of provision for students with SEND
- Liaising with and advising teachers
- Managing teaching assistants
- Maintaining and updating the records for all students with SEND
- Liaising with parents of students with SEND in conjunction with Heads of House, Head of Elements, Head of Rhetoric, class teachers, House tutors, Heads of Boarding etc.
- Contributing to the in-service training of staff
- Liaising with external agencies, including the local authority's support and educational psychology services, health and social services and voluntary bodies.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This is documented in the College Safeguarding and Child Protection Policy.

It is the responsibility of all staff to safeguard and promote the welfare of all children. They should be aware of the additional challenges faced by these children and always adhere to the College Safeguarding and Child Protection Policy.

Identification and Assessment

The SEND Code of Practice (2014) (CoP) identifies four broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

We accept the principle that students' needs should be identified and met as early as possible. The purpose of identification is to establish the action the College needs to take, not to fit a pupil into a category. We identify the needs of students by considering the needs of the whole child/young person, which will include not just their special educational needs.

It is important to consider what does NOT constitute a special educational need but may impact on progress and attainment:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty to be provided under current Disability Equality legislations (Equality Act 2010). Disability alone does not constitute special educational needs.

- Attendance and Punctuality
- Health and Welfare
- English as an Additional/Second/Foreign Language
- Being a Looked After Child
- Being a child of Service Personnel
- Behavioural and/or emotional difficulties

The identification of behaviour as a need is not an acceptable way of describing SEND. However, any concerns relating to behaviour may be described as an underlying response to a need. It is that need which should be identified and the appropriate support provided.

The SENDCo/Head of Learning Support works closely with the Director of Studies, Pupil Tracking team and the Data Manager, using whole College tracking data as an early identification indicator.

Information is also used from a number of additional sources, which may provide indicators of special educational needs:

- The analysis of data including entry profiles, Foundation Stage Profile, reading ages,
- annual student assessments, MidYIS, YELLIS, and ALIS.
- Learning Support Department baseline assessments or screening
- Information provided via teacher concern forms
- Following up parental concerns
- Tracking individual student progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other sources

The SENDCo/Head of Learning Support maintains a list of students identified through the above procedures. This list is reviewed and updated as required. For some students a more in-depth screening or individual assessment may be undertaken by the Head of Learning Support: this may incorporate information gathered from College-based assessments such as classroom tests, observations, end of term/year tests etc.

Under the Code of Practice 0-25 (2014) there is a single category of support – ‘*SEND Support*’. St. Edmund’s College uses the Graduated Approach (Assess-Plan-Do-Review) to identify and manage pupils with SEND.

Recording of pupils’ needs and inclusion on the SEND list is based upon the following criteria:

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Pupils’ responses to work already undertaken by class teacher or subject teacher as part of Quality First teaching. Based upon the CoP, pupils should only be identified as SEND if they do not make adequate progress once they have received all the teacher-led interventions/adjustments and good quality, personalised teaching.
- Class and subject teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- The quality of teaching for all pupils, including those at risk of underachievement, is monitored and reviewed by the Director of Studies. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND which are most frequently encountered. Relevant SEND information is provided to all teachers by the SENDCo/Head of Learning Support.
- Any decision regarding whether or not to make special educational provision is made through involvement with the class/subject teacher, Head of Year/House, Director of Studies and parents. Information is gathered from within the College about the pupil's progress, alongside external data and expectations of progress. This includes formative assessment and specialist screening/assessment materials.
- For higher levels of need, more specialised assessments with external agencies and professionals are arranged.
- A decision regarding the placement of a pupil on the SEND register is made by applying the Assess-Plan-Do-Review cycle, as outlined in the CoP (2014).
- Parents will already have been contacted by the class/subject teacher and Head of Year/House if there are concerns regarding pupil progress or attainment. Before any assessment is undertaken, parents are informed of specific teacher concerns and are invited to meet with the SENDCo/Head of Learning Support and Head of Year or Head of House. In some cases, the Director of Studies or Senior Deputy Headmaster may also be involved. The SENDCo/Head of Learning Support will also meet with the individual pupil. The type of assessments to be used will be discussed, as well as the reasons for undertaking the assessment. Without written parental permission the assessment process will not take place.

Curriculum Access and Provision

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. In order to meet the learning needs of all students, teachers differentiate both classwork and homework. As per the St Edmund's College Curriculum Policy, they work to meet individual learning needs and to differentiate effectively by task and by outcome.

Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision. Where students are identified as having special educational needs, the College provides for these additional needs in a variety of ways. Reasonable adjustments are made for students with special educational needs or learning difficulties or disabilities. Any reasonable provision put in place is related specifically to their needs.

If the College decides, after consultation with parents, that a student requires additional support to make progress, the SENDCo/Head of Learning Support in collaboration with Head of Year/House and teachers, will support the assessment of the student and have an input in planning future support. The subject teachers will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action taken and results.

Monitoring Student Progress

St Edmund's College procedures in relation to the tracking of pupil progress can be found in:

- Academic Handbook: *The Use of Data*
- Appraisal for Teaching Staff: Target 1 *Pupil Progress*

Progress is the crucial factor in determining the need for additional support. Progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social and/or personal skills
- Shows improvement in the student's behavioural/emotional/social development

Record Keeping

The College will record the steps taken to meet students' individual needs. The SENDCo/Head of Learning Support will maintain the records and ensure access to them. In addition to the usual College records, the student's profile will include:

- Information from parents
- Information on progress and behavioural/emotional/social skills development
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Pupil Profiles

Pupil Profiles are produced for all students on the SEND list and are updated according to available information and individual need on a regular basis. They summarise relevant information, identification, strategies and provision based upon individual need. They should be used by teachers in the evaluation and planning of appropriate provision for each student.

SEND Support

SEND Support is characterised by interventions that are different from or additional to the usual differentiated curriculum which is provided by all teachers for all students. This intervention can be triggered through concern expressed by teachers, parents or students, supplemented by evidence, that despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the College decides, after consultation with parents, that a student requires SEND

Support to make progress, the SENDCo/Head of Learning Support in collaboration with Head of House and teachers, will support the assessment of the student and all involved will have an input in planning future support. The subject teachers will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action taken and results.

Involvement of external services will usually be triggered when, despite receiving differentiated teaching and a sustained level of SEND Support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a student at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External Support

Placement of a student at this level will be made by the SENDCo/Head of Learning Support, after full consultation with parents. External support services will advise on strategies and provide specialist inputs to the support process. These may be implemented by the class teacher but involve other adults.

Request for Statutory Assessment

The College may request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The College will have the following information available:

- The interventions which have been provided
- Current and past IEPs where relevant
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum levels where available
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the student
- Social Care/Educational Welfare Service reports
- Classroom observations by /Head of Learning Support or specialist teacher
- Any other involvement by professionals

Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan (EHCP or Plan) will normally be provided where,

after a Statutory Assessment, the LA considers the student requires provision beyond that which can be offered in school. However, the College recognises that a request for a Statutory Assessment does not inevitably lead to a Plan.

A Plan will include details of learning objectives for the student. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Plan
- Of shorter term
- Established through parental/student consultation
- Implemented in the classroom
- Delivered by subject teachers with appropriate additional support where specified

Reviews of Plans

Plans must be reviewed annually. The Local Authority will inform the Headmaster at the beginning of each College year of the students requiring reviews. The SENDCo/Head of Learning Support will organise these reviews and will invite:

- The student's parents/guardians
- The student, if appropriate
- Relevant teachers, normally the Head of House, Head of Year, Head of Boarding
- A representative from the relevant Local Authority SEND Inclusion and Assessment Team
- Connexions adviser for students in Year 9 and above
- Any other person the SENDCo/Head of Learning Support considers appropriate

The Aim of the Review will be to:

- Assess the student's progress in relation to the objectives on the Plan
- Review the provision made to meet the student's need as identified in the Plan
- Consider the appropriateness of the existing Plan in relation to the student's performance during the year, and whether to cease, continue or amend the Plan
- If appropriate, to set new objectives for the coming year

Partnership with Parents/Carers

The College aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting students and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements

- Providing all information in an accessible way
- Encouraging parents and carers to inform the College of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the College will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the College can help their child
- Agreeing targets for the child

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). Where appropriate, students are involved in monitoring and reviewing their progress. We endeavour to involve all students fully by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- review their own progress and set new targets

In addition, students who are identified as having SEND are invited to participate in:

- Progress reviews and setting of targets where appropriate
- Regular meetings with named adults
- Working with learning and behaviour mentors

Special Provision and Accommodation

The College has a Learning Support office base, the Cardinal Hume Centre, and a classroom base, the Cardinal's Suite, which has excellent facilities for both computer-based and traditional support. The College Infirmary is used for students with medical needs who require SEND support during public examinations.

SEND provision is via in-class support by teaching assistants. The College does not have a 1-1 or withdrawal support programme. Small group provision is available as part of the Enrichment Activities Programme during Period 7 at Homework Club. Some students, who have been identified as having persistent and significant difficulties with literacy and/or numeracy, may be offered support during voluntary Lunchtime sessions. More specific provision is highlighted in St Edmund's College SENDA policy.

Links with Education Support Services

We aim to maintain useful contact with local authority support through Children and Young People's Services. Consultations with private support services may also be arranged directly by parents. One or a combination of the following agencies may be involved:

- Educational psychologists
- Sensory Impairment Specialists
- Educational Welfare Service
- Child & Adolescent Mental Health Services
- Social Services

- Counselling Service

The SENDCo/Head of Learning Support maintains links with other SENDCos/Heads of Learning Support through the ISI/SENDCo network meetings and INSET and where appropriate attends Continuing Professional Development courses, to ensure training and subject knowledge is up to date.

Effective working links are maintained with:

- Speech and Language Therapy Service
- County Autistic Advisory Service
- Counselling Services
- Feeder schools

Integration Links /Links with Other Schools

In addition to ensuring effective transition from St Edmund's College Prep School to the College, links are also maintained with other feeder schools, such as Lochinver House School, Duncombe School and St Joseph's in the Park.

INSET

In order to maintain and develop the quality of our provision Learning Support staff undertake appropriate training. In addition, the SENDCo/Head of Learning Support is available to provide training and guidance for teaching and non-teaching colleagues within the College. Information regarding Continuing Professional Development is available from the College's Human Resources Department.

Complaints

If complaints are raised in relation to the provision for students with SEND these will be dealt with in accordance with the College's Complaints Procedure.

Review of the SEND Policy

This Policy has been reviewed with reference to the SEND Code of Practice: 0-25 years (2014). in conjunction with the Governing Body, the Head of Learning Support and the SLT SEND advocate undertake a thorough review of both SEND policy and practice each year. Criteria for review include evaluation of academic progress, achievement in assessments and public examinations, percentage of targets met, parental response to correspondence and questionnaires and SEND students participating in College life activities such as clubs, drama productions etc. The outcomes of this review are used to inform the College Development Plan.

Frequency of review: 3 years
Policy last reviewed: August 2016
Next review date: August 2019

| Monitoring | Evaluation |
|--|---|
| Curriculum provision | |
| Scrutiny of planning Classroom observation Work sampling Teacher interviews Informal feedback from SEND staff/support staff Student interview Pupil Profiles | Planning shows differentiation, with specified and varied roles for support adults There is differentiation of learning opportunities in the classroom Work sampling shows curriculum continuity and progression in learning Teachers feel supported in meeting the needs of individual students Students with SEND are given suitable learning tasks to meet their needs Students can identify what and how they are learning Record of individual need and provision to enable effective implementation, |
| Individual student progress | |
| Scrutiny of whole-school data – progress of students identified as having SEND Sampling individual student work Analysis of assessment data relating to individual students Scrutiny of targets Minutes of reviews Student review meetings and records of review meetings Student interviews | Students with SEND make good progress in comparison with other student groups Samples of student work show progression over time Data recording individual student progress is analysed and shows progression Targets are SMART, relevant and reviewed regularly Targets are shared by students There is progress on targets Students are actively involved in annual reviews and meetings Students understand the provision they receive and find it helps them to make progress |
| Monitoring the implementation of SEND procedures | |
| Analysis of assessment data and student tracking SEND Register analysis - attendance Parent questionnaires Staff questionnaires Analysis of systems for ensuring effective communication Sampling of SEND files Classroom observation relating to effectiveness of support staff and SEND staff Provision audit | Student tracking systems are in place and include procedures for tracking students whose progress may be 'out of step' with peers Assessment data is analysed and used to inform provision The SEND register is reviewed and distributed to all staff at least termly The register is audited, analysed and any appropriate action taken There is movement on the register, both up and down the levels of intervention All parents are informed of their child's special educational needs and of targets Parents express satisfaction with the provision made % parents attended annual reviews Staff feel they have sufficient information and support SEND files are up to date and accessible The SENDCo/Head of Learning Support meets with the SLT SEND advocate with responsibility for SEND Resources to ensure these are used effectively Support staff have clear roles Support staff are effective in supporting student learning All SEND staff are appraised and receive regular training Analysis of provision data shows a range of provision targeted to meet individual needs Analysis of provision shows appropriate actions to meet individual needs |