



Special Educational Needs and Disabilities Policy

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Next review date: September 2019

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Definition:

The Code of Practice (2014) states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions."

The four main areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A student may have difficulties or needs in more than one area.

The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every student in the College
- To ensure that all students with special educational needs and/or disabilities (SEND) are identified early, assessed and catered for within the College
- To ensure that all students with SEND make the same rates of progress as non-SEND students of similar ability and in line with national expectations
- To foster and promote effective working partnerships with parents/carers, students and outside agencies

- To clearly identify the roles and responsibilities of College staff in providing an appropriate education for students with special educational needs and/or disabilities
- To enable full access for students with SEND to all aspects of the College curriculum and the wider College life
- To develop self-esteem, promoting a positive self-image and a 'can do' culture
- To regularly review and evaluate the progress of students with SEND, ensuring that parents/carers and students are fully involved throughout the process

Responsibility for the co-ordination of SEND provision:

The main responsibilities listed in this policy fall within the role of the Special Educational Needs Co-ordinator. The SENCo role is outlined as follows:

- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for students with SEND
- Liaising with and advising colleagues
- Overseeing the work of the Learning Support team
- Liaising with parents/carers of students with SEND, sometimes via key workers
- Contributing to whole College CPD, particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and the LA
- Supporting key workers in devising and updating 'Tickets to Learning' (T2L)
- Following a graduated response to the assessment and provision of SEND, with a clear focus on early identification
- Supporting the Principal and SLT to evaluate the effectiveness of the College's SEND policy and provision, and outcomes for students with SEND
- Supporting the Principal in ensuring that SEND funding is effectively targeted
- Ensuring that all additional interventions are monitored for their impact
- Building the College's capacity for developing an inclusive approach, particularly to learning and teaching

At Sir John Hunt CSC, we believe that all learners have the right to a broad, balanced and relevant curriculum that enables all students to learn and make progress. The College staff promote the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND
- Being familiar with key legislation and policy
- Planning to meet the needs of all learners, in teaching and learning and in all areas of College life
- Fostering communication between parents/carers of children with SEND and the College
- Liaising with the SENCo/learning support staff

- Ensuring that they have an understanding of the role of the SENCo and how students are supported
- Developing an awareness of the types of SEND present within the College cohort
- Attending training in relation to SEND
- Assisting in monitoring the progress of vulnerable students
- Ensuring that all SEND provisions and interventions are recorded
- Reviewing and monitoring the effectiveness of the SEND Policy

SEND Provision:

The Teaching and Learning Framework outlines the clear expectations of the College in working with young people with additional needs, as well as providing information and guidance relating to the four broad areas of need.

The SEND report, which is updated annually and can be found on the College website, outlines the full details of provision.

Statutory assessment:

Where a request for a statutory assessment is made by the College to the LA, the student will have demonstrated significant cause for concern, in terms of their lack of progress and difficulties engaging in their learning. The LA requires information about the student's progress over time and how their additional needs have impacted on learning. It is important that the College has followed a graduated response, and involved other professionals, before requesting the LA to consider an Education, Health Care Plan (EHCP).

Identification and review of students' needs:

The Special Educational Needs Co-ordinator (SENCo), the Assistant Special Educational Needs Co-ordinator (Assistant SENCo) and the Pastoral Leader for Year 7 liaise with all feeder primary schools to ensure that information on students is shared effectively, in line with the Local Authority protocol. Students with an existing Education, Health and Care Plan or those recommended by their primary schools have an enhanced transition to SJH.

At the start of Year 7, or on entry, the College undertakes a series of assessments of all students to ascertain their ability and to build a profile of their needs. This information is then combined with the data from KS2 and a register of need is drawn up (SEND register). Parents/carers will be informed, if it is proposed that their child is to be placed onto the register.

Once needs have been identified, an intervention plan to support those needs will be initiated. At SJH we believe that all teachers are responsible for the progress of SEND students within their lessons. All staff receive training and guidance on strategies to ensure that they plan and deliver appropriate lessons to enable all SEND students to

make progress. Details of each student with special educational needs, including the nature of their learning disability, recommended teaching strategies and their T2L* (where relevant) are disseminated to all staff.

*Ticket to Learning (T2L) is a document drawn up in conjunction with the student and taking parental views into account which outlines the student's strengths, barriers to learning and strategies for support.

It is the responsibility of all staff and the Learning Support team to liaise, should they have any concerns that a student may have an unidentified special educational need. Where relevant, the SENCo will enlist the services of specialist professionals such as the Educational Psychologist, Speech Therapist or Advisory Teachers.

Working in partnership with parents/carers:

At all stages of the special needs process, the College keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the students with parents/carers and to take account of their views. It is hoped that this will assist in supporting students to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

Complaints procedure for parents/carers:

Any complaints should first be raised with the SENCo, then if necessary, with the Principal, who will take appropriate action as outlined in the College complaints policy.

Reviewing the effectiveness of this SEND Policy:

The SENCo will consider the following indicators when evaluating the implementation of the SEND Policy:

- The progress made by learners as indicated by a range of assessments
- The progress made by learners in all areas of the curriculum as indicated by individual subject criteria
- The monitoring of programmes of intervention by the designated support staff
- The number of learners on the SEND Register in the four broad areas, including analysis of additions and discontinuations
- Feedback from key workers and other staff members regarding the social and personal development of learners
- Feedback from learners and their parents/carers of the support they have received
- Reports provided by outside agencies, including Ofsted

Governing Body:

The Governing Body will monitor the impact of the SEND policy through the following:

- Governor training days delivered by the LA on SEND
- Named Governors for SEND: Lyndsey Chell and Heather Ryder (Parent Governor Whitleigh Primary)
- Regular reports from the Principal, Vice Principal and Assistant Principal
- SIG Group monitoring of SEND progress at termly meetings
- Governors' visit day, on an annual basis, with a focus on SEND
- Annual review of the SEND policy and College SEND offer (as part of the local offer)

Key legislation informing this policy includes:

The Education Act (1996)
The Equality Act (2010)
The Code of Practice (2014)

Information, advice and support:

Plymouth City Council has designed the Plymouth Online Directory (POD) which is a website that provides education, welfare, health and social care information for adults and families living in Plymouth.

Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.

PIAS provides parents, carers of children and young people with SEND and also the children and young people independently with:

- support at meetings
- support around education and training issues

Contact: pias@plymouth.gov.uk

