



Special Educational Needs and Disability Policy

John Ferneley College
Last reviewed: October 2018

Special Educational Needs and/or Disability Policy

Compliance

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

Equality Act 2010: advice for colleges DfE Feb 2013

SEND Code of Practice 0 – 25 (January 2015)

Safeguarding Policy

Teachers Standards 2012

Equal Opportunities and Diversity Policy

Administration of Medicines Policy

For the purposes of this policy we have used the term Special Educational Needs and Disability as defined by the Code of Practice.

“A student has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- 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 in colleges within the area of the Local Authority.
- Have ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. (SEND Code of Practice Jan 2015)

As a college, we recognise students may have special educational needs across the whole ability range.

This SEND Policy is guided by the Code of Practice for Special Educational Needs. We provide a broad and balanced curriculum for all our students including those with Special Educational Needs and ensure full curriculum entitlement and access. To support these aims, the following structures, procedures and systems are in place.

Vision

John Ferneley College is committed to providing for the needs of every single one of its students. We recognise that every student is different. All students are welcome, including those with special educational needs and disabilities, in accordance with the LA's admissions policy.

We aim to achieve a community where parents and those working within college have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

Objectives

To achieve this aim we will:

1. Strive to establish a fully inclusive college, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
3. We are committed to identifying a student's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support students themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with students with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all students.
8. Appoint a qualified Special Educational Needs and Disability Coordinator who will have responsibility for the day-to-day operation of the SEND policy and

coordination of specific provision made to support individual students with SEND, including those who have Education Health and Care Plans.

The Headteacher, SENDCO, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (January 2015)

Admission Arrangements

Admission arrangements at John Ferneley College are determined by the Local Authority. If a parent wishes to have their child with an EHCP educated in mainstream the LA must provide a place, unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent incompatibility.

The buildings at John Ferneley College have been designed with disabled access in mind. There are lifts in both buildings with access to the upper floors. Disabled toilets are available in each zone.

The SEND team liaise with feeder primary colleges and any agencies to ensure the transition process is smooth and to ensure the student's needs are met at an early stage.

Expertise and Training

John Ferneley College is committed to providing all staff with high quality training to cater for a wide range of students with SEND.

Additionally we are committed to providing all LSA's with appropriate and specific qualifications up to degree level.

The role of the SENDCO is to ensure that continuous and relevant training is accessed by all. The SENDCO will undertake the National SENDCO award.

Identification and Assessment of Students with Special Educational Needs

Students with Special Educational Needs and/or Disabilities are identified as early as possible through close contact with feeder colleges and parents.

All feeder colleges and John Ferneley College use a Common Transfer File where records are transferred electronically from Primary Colleges and to Post 16 providers to ensure students' Special Educational Needs and/or Disabilities are known to us at transfer and known to colleges to which they will transfer. If required, standardised tests are used to assess progress of students.

Broad areas of need as outlined in the SEND Code of Practice (2015)

These four broad areas give an overview of the range of needs that the college plans for and not to fit a student into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health*
- *Sensory and/or Physical*

The purpose of identification is to work out what action the college needs to take to ensure an effective provision is in place. **All** needs presented by the child will always be considered in this process.

The Graduated Approach to SEN Support

In line with the SEND Code of Practice 0-25 January 2015, John Ferneley College recognises that universal quality first teaching via mainstream provision, should support all students of all abilities, including the most able, to make progress.

We recognise that some students also need support additional to this, and we aim to provide this in the following ways:

- **Additional Needs Register**
A student who requires some additional consideration within the mainstream provision may appear on the Additional Needs Register. This register is overviewed by the SENDCO, who highlights the nature of these students' individual needs to the mainstream teachers. These students are also additionally supported by the training updates/resources and guidance provided by the SENDCO to the teachers.
- **SEN Support**
Some students have more complex learning needs, beyond that which can be catered for via the Additional Needs Register. It is likely that for students in this group, active intervention will be in place, for example they may benefit from the 'Nurture' provision or a tailored curriculum at KS4.
For these students, liaison meetings are held with the parents/carers, agencies and college staff to consider the needs of the student. One Page Profiles and Support Plans are created to ensure the 'voice' of the student is considered at all levels of support.
If no progress is being made and the student is falling further behind his/her peers then the college may need to ask the Local Authority for a statutory assessment or for an LA Support plan or EHCP to be carried out.
- **Education Health and Care Plan:**

Some students are in a receipt of an Education Health Care Plan. The Local Authority considers the need for a Statutory Assessment and, if appropriate, will allocate an EHCP. The Local Authority will monitor and review the EHCP provision along with the college. All EHCPs must have formal reviews annually or more frequently if necessary.

The level of funding allocated to students will determine the level of additional support they receive in college.

The college values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages. We aim to encourage parents to be actively involved in supporting their student in reaching their full potential. The SEND Co-ordinator or senior members of the SEND team are available at parents' evenings to discuss the progress of students on the SEND register.

Staffing

The college's SEND Co-ordinator is a qualified teacher and a member of the Senior Leadership Team. The SENDCO is supported by Miss Kitchen- Assistant SENDCO, Elaine Mound-Senior Higher Level Teaching Assistant and Miss Hughes-SEND Administrator and a team of Learning Support Assistants.

The responsibilities of the SEND Co-ordinator are:

- The day to day operation of the college's Special Educational Needs and Disability policy.
- Initial assessment of students, including liaison with primary feeder colleges. This includes screening for specific learning difficulties such as dyslexia. However if a diagnosis for dyslexia is requested by a parent, the college will advise parents of the steps towards gaining one and the cost implications. JFC does not pay for dyslexia assessments and diagnosis as the college embraces a dyslexia friendly approach.
- Advising and arranging INSET with regard to SEND provision.
- Taking the lead in managing the provision for students on the SEND register.
- Updating and overseeing the records of all students with Special Educational Needs and/or Disabilities.
- Working with the parents of students with Special Educational Needs and/or Disabilities.
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.

- Liaising with the SEND team on a regular basis.
- Arranging and chairing the annual review of students.
- Making referrals for Statutory Assessment.
- Ensuring the access arrangements for SEND students taking GCSE examinations are in place, in conjunction with the college's Examinations Officer.

The responsibilities of the Learning Support Assistants are:

- To take responsibilities for supporting particular named students with Statements/EHCPs as directed by the SENDCO and subject teacher.
- To support the student(s) in class, and/or withdraw to give help with reading, spelling and maths in order to meet their targets.
- To provide information for staff who may be reporting on their student(s).
- To be active in seeking further training provided by the college.
- To be available to contribute to annual reviews.
- To liaise with outside agencies if appropriate.
- To keep records of support for their named student(s) in the classroom, and in withdrawal groups.

Organisation of Support

We make every effort to achieve maximum integration of students with Special Education Needs and/or Disabilities and their peers, while meeting students' individual needs. The structures and systems in place are:

- Access to the Inclusion Room. This could be for intervention, lessons, unstructured times, social activities, a sensory 'safe' space.
- Individual tuition or small group work to raise attainment in literacy/numeracy.
- Classroom support to increase curriculum access and student achievement.
- Differentiated provision provided by setting for certain subject areas.
- Teaching and learning strategies which promote individual progress.
- A range of clubs/social activities for all students.

- To link with the Assistant Headteacher for Behaviour to share information/intervention about key students.
- Nurture Groups for Years 7-9. Focus Maths and English.
- Personalised Learning programme for GCSE students.

Communication

The SEND Co-ordinator meets with LSA's fortnightly to discuss progress, to raise the achievement of students. The SENDCO will organise INSET sessions for the LSA's and teaching staff.

Dealing with Complaints

The college is committed to working in close partnership with all members of the college community. The college places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the college and families.

It is recognised that parents of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. The College acknowledges the difference between a concern and a complaint however, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by college as quickly, sympathetically and effectively as possible.

The College's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

External Agency Support

The college has a named school nurse within the District Health Authority. We also work with the following services provided centrally by the Local Authority and the Health Authority.

- Educational Psychology Service.
- Child and Mental Health Services (CAMHS).
- Special Needs Teaching Services - staff specialising in supporting students with:
 - Hearing impairment
 - Visual Impairment
 - The Learning Support and Autism Team
 - ADHD Solutions
 - Special Educational Needs Assessment Service
 - Speech and Language Therapy
 - Physiotherapy
 - Occupational therapy

The SENDCO is the named person for looked after students.

Storing and managing information

All records containing sensitive records relating to the special educational needs or disabilities of students in college will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

Monitoring and Evaluation of SEN

The college regularly and carefully monitors and evaluates the quality and effectiveness of provision for all students including those with SEND. This is done through scrutiny of data related to the achievement of students with SEND, work scrutiny and observations. The college's SEND Governor also has a role in scrutinising the findings of the college's self-evaluation and relevant progress and outcomes data as part of the Governing body's process of monitoring the effectiveness of the college's SEND Policy.

Governors

The governing body ensures the best possible provision for SEND in the college. All governors are aware of their responsibilities for SEND and discuss the issues regularly through the Care and Achievement Committees.

Signed: _____
(Chair of Care Committee)

Date:

Signed: _____
(Headteacher)

Date:

Next Review date: