



JUDGEMEADOW COMMUNITY COLLEGE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Last reviewed date:

January 2018

Next review date:

January 2019

Responsibility of:

Viv Baker - SENCO

Summary: *The Special Needs and Disability Policy sets out basic information about the school's special education provision, policies for identification, assessment and provision for pupils with SEND and information about the school's staffing policies and partnerships with bodies outside the school.*

Section 1 - Compliance

This policy complies with SEND Code of Practice, 0-25 (2014) and has been written with reference to the following:

SEND Code of Practice, 0-25 (2015)

Equality Act 2010: advice for schools DfE (May 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

Section 2 - Aims and Objectives:

a) Aim of the College's SEND Policy:

Judgemeadow Community College seeks to ensure the best possible outcomes for all students. We recognise the differences which exist amongst our students and endeavour at all times to take into account in our planning and teaching the differing needs, aptitudes and abilities of our students and the differing experiences which they bring to College. We aim to ensure high levels of achievement, effective learning, progress and development for all students regardless of any special educational need or disability.

We believe that all students have the right to a broad, balanced and relevant education and that neither age, gender, creed, nor need should constrain individual entitlement. We are also committed to ensuring that students, whatever their needs, aptitudes or experiences, are, wherever possible, educated alongside their peers.

We recognise, however, that there will be times when the curriculum will need to be modified or differentiated in order to take account of individual needs and that some students will need to receive a more individualised approach to help them progress.

b) Objectives:

- 1) Identification at the earliest opportunity of those students who have Special Educational Needs or Disability (SEND).
- 2) School SEND provision which is appropriate to the needs of the individual student so far as that is compatible with the resources available to the College.
- 3) The maximum level of integration of students with SEND with their peers in so far as that is compatible with meeting their specific, individual needs and the efficient education of other students.
- 4) A constructive, working partnership with parents/carers of students with SEND so that they feel both informed about and involved in their child's education.

Special Educational Provision means any provision made which is additional to, or otherwise different from, the educational provision made generally for students of that age in the school.

c) Arrangements for Co-ordinating Provision for Students with SEND:

The College Principal and the governors have responsibility for meeting the needs of students with SEN. The SENCO, in consultation with the Principal and Governors, is responsible for co-ordinating provision for SEND across the College. This includes the identification and assessment of student needs, the maintenance of the SEND register and associated records, the timetabling and organisation of any specialist intervention groups and allocating and overseeing the organisation of classroom support across the main curriculum.

The SENCO is also responsible for conveying information to staff about students with SEND.

The SENCO liaises with the parents/carers of, and any external support agencies working with, students with SEND.

d) Admission Arrangements:

The Local Education Authority determines admission arrangements for all maintained schools. In accordance with the SEN Code of Practice, no student will be refused admission to Judgemeanow on the basis of his or her special educational need.

With regard to students with statements of Special Educational Needs and Education, Health and Care (EHC) Plans, the LEA determines admission, having regard to parental preference and in consultation with school governing bodies. As part of this process, the SENCO is consulted by Special Education Services and liaises with the Transition Manager regarding admission of students with Statements of SEN and EHC Plans.

e) SEND Specialists:

Judgemeanow has a small core of experienced special needs teachers, a Higher Level Teaching Assistant (HLTA), two Level 3 Teaching Assistants and a larger team of Level 2 Teaching Assistants. Together they have experience of working with students with social, emotional and mental health difficulties, physical and sensory needs, cognition and learning difficulties, including dyslexia, and communication and interaction difficulties.

The SENCO, Learning Support teacher and HLTA teach students in small group classes across KS3 and KS4. The Level 3 TAs take small focused intervention groups for literacy and numeracy and oversee the provision of 1:1 or small extraction/option groups.

The team of TAs provide in-class support across the curriculum and are involved in small group and 1:1 intervention.

f) Special Facilities:

Judgemeanow is fully DDA compliant with lifts enabling students to access all areas of the school building. There are accessible toilet facilities in all faculties and designated accessible parking spaces allowing easy approach to the building.

Section 3 - Identifying Special Educational Needs

In line with the SEN Code of Practice we identify students as having needs that fall into one or more of the four following categories:

- Physical and sensory
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health

In order to identify cognition and learning needs (rather than low attainment), we are guided by the Local Authority Special Education Service which advises that a student should be working at a level at least 2 years below age related expectations and/or achieving standard scores of 85 or below in recognised tests of achievement and attainment.

Students with Special Educational Needs and Disability are identified as early as possible. The college has a well-established system of communication with 'feeder' Primary Schools. This allows identification of students likely to require support prior to transfer. This information is obtained through:

- Contact with parents of prospective pupils
- Attendance by Judgemeanow SENCO at Year 6 Statutory Annual Reviews
- Consultation with Special Education Services
- Information from pastoral team transition visits
- Primary transfer documentation
- Pre-transfer visits for SEND pupils, in addition to the New Intake Day
- Meetings with link professionals to review primary students on caseload

All students are screened on arrival at Judgemeanow with the NFER Group Reading Test (NGRT) and the results, together with primary school information and the data gained from the Cognitive Ability Tests and Vernon Spelling test later in the Autumn Term, are used to help with the allocation of support and intervention.

Late entries to college are also screened using the NFER GRT and Vernon Spelling test to ensure that they have access to literacy intervention programmes if required.

The college has established procedures for individual teachers/teaching assistants to notify a concern about progress, level of achievement or learning needs of students. Parents/carers can discuss concerns about their child's needs with the Form Tutor, Head of Year or directly with the SENCO at any time. Students can self-refer if they have concerns about their learning through their form tutor, or directly with staff from the Support for Learning Department.

Section 4 - A Graduated Approach to SEN Support:

School Support:

When a student is identified as having SEN, teachers devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

- Subject teachers and pastoral leaders remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme
- The SENCO will take the lead in:
 - Planning future interventions for the pupil in discussion with colleagues
 - Recording intervention in the form of a Provision Map
 - Ensuring details of student needs are accessible to staff through the student profile (formerly known as IEP) or year-group spreadsheet
 - Monitoring and tracking the academic progress of each SEND student
 - Monitoring and reviewing the action taken

If, following a process of Assess, Plan, Do, Review, a student still falls below expectations

- The SENCO, in consultation with subject/pastoral staff and parents, will ask for advice and guidance from external services
- Teachers and the SENCO are provided with advice or support from outside specialists
- Additional or different strategies are put in place and often involve consultation with our link professionals, e.g. Educational Psychologist, or specialist teachers at the SEND Support Service
- The SENCO will take the lead in:
 - Ongoing monitoring and reviewing action taken
 - Further assessment
 - Planning future interventions in discussion with colleagues and parents/carers

Statutory Assessment:

The Local Authority considers the need for statutory support for Special Educational Needs through a process known as Statutory Assessment, based on evidence provided by all bodies involved in the care and education of the student.

The SENCO arranges, monitors and reviews provision.

The College, in consultation with the parents/carers, matches special educational provision to the student's own individual needs.

If, in exceptional circumstances and despite appropriate intervention, a child does not make progress over time in line with expectations, statutory assessment of special educational needs may be considered.

In exceptional circumstances students may demonstrate such significant or unforeseen difficulties that, with multi-professional and parental agreement, a referral for formal assessment is required immediately.

The Local Authority Special Education Services will scrutinise referrals and associated documentation and make a decision, based on the evidence, about whether it is appropriate to arrange an Integrated Assessment Meeting (IAM). All professionals involved in the child's education, health and social care will be invited to the meeting and jointly decide whether to recommend that an Education, Health and Care Plan be provided for the child.

Periodic reviews, usually annually, as required under the SEN Code of Practice, are carried out to establish the progress made by individual students, their continuing areas of difficulty, if any, and the further action required by the college.

The college has well-established links with the full range of LEA and NHS external support services. A Joint Planning Meeting takes place twice a year at which the SENCO, and representatives of all relevant agencies meet to review the provision for students on the SEND register.

Regular consultations take place between the SENCO and the link educational psychologist. The SENCO also has regular consultation with members of the SEND Support Service, the Speech and Language Service and Child Health Services, including Physiotherapy and Occupational Therapy. In most cases the involvement of these services is determined by the content of an individual student's Education, Health and Care Plan/Statement of Special Educational Needs, or ongoing needs for students at School Support.

The college also has regular liaison with the Education Welfare Service and the SEN Personal Assistant from the Connexions Service. The college utilises the expertise of Connexions when preparing students with SEN for transfer from Key stage 3 into Key stage 4 and with transfer from Key stage 4 to post-16 education or training. Individual consultations are arranged with students and, a Connexions Advisor is invited to attend Annual Reviews for students in year 9 and beyond to ensure that the appropriate steps are taken regarding the effect of any SEND on the transfer to further education, training or employment.

Section 5 - Criteria for exiting the SEN Register

Where students are meeting their expected targets in core subjects, have literacy skills at a functional level and have no other significant indicators of need, the decision will be taken to remove them from the SEN register. Subject teachers, Pastoral Leaders, parents and the students themselves will be consulted before such decisions are finalised.

Section 6 - Supporting Students and Families

Support for students is allocated on the basis of levels of identified need. Priority is given to ensuring that the statutory requirements of Statements of SEND/EHC Plans are met.

This support includes:

- 1:1 support
- small group teaching/intervention
- classroom support from a Teaching Assistant

- individual mentoring
- access to IT to increase participation
- 1:1 guided therapeutic programmes (e.g. Physiotherapy)

Student Voice

Students are actively encouraged to play an active part in decisions about identification of and support for their SEN.

Student feedback is obtained at the end of interventions and comments received are taken into account when planning future provision.

We aim to make meetings involving students as person-centred as possible. Students with an EHCP or Statement are invited to discuss what is working well and not so well at their review meetings; this contribution might take one of several forms including PowerPoint presentation.

Parental Involvement

Decisions regarding the provision of support will be based upon discussion with parents/carers and staff, with reference to assessment and progress data, and may be further informed by advice from outside agencies.

Parents/carers and students are consulted when any changes to the Register of SEND are proposed and this action is confirmed by letter. This will also happen if students are removed from the Register.

Parents/Carers are involved in a termly review of their child through the whole-school review and report procedure. Parents are invited to attend review meetings on admission and, subsequently, within the context of scheduled Parents' Evenings, and other meetings by prior arrangement. Parents/Carers and students are fully encouraged to contribute to the review process whenever possible. The college values these contributions and actively encourages parental involvement.

The college recognises that the relationship between itself and the parents of students with Special Educational Needs and Disabilities has a crucial bearing on the student's educational progress and the effectiveness of any school-based action. Judgemeanow Community College seeks to involve parents as fully as possible in both the process of assessing a student's needs and in the review of progress made.

Wherever possible the SENCO attends all Parents' Evenings and invites parents to discuss any concerns they may have, to review progress and discuss IEPs/targets. Other members of the Team will be available to discuss individual or groups of students as appropriate to the teaching and support that they provide.

The SENCO is available for ad hoc meetings with parents to discuss their concerns at other times by arrangement. The SENCO can also be contacted by phone and email.

When there are concerns about attendance or behaviour, the Education Welfare Officer, the form tutor, the Head of Year and/ or the Key stage Manager will be in contact with parents and will liaise with the SENCO as appropriate. The Community Partnership Officer, who speaks a number of community languages, is also a vital bridge between home and college.

Section 7 - Supporting Students at School with Medical Conditions:

At Judgemeanow we recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The college works in partnership with the School Medical Service.

Section 8 - Monitoring and Evaluation of SEND:

Students with SEN are monitored on a termly basis through the whole-school reporting and review process. The SENCO works with School leaders in reviewing progress of students with SEN through use of school data and national expectations. At each data drop, the SENCO will routinely scrutinise the progress of each SEN student liaising with the Vice-Principal responsible for student outcomes and relevant Achievement Manager as appropriate. Interventions will then be undertaken and monitored as appropriate.

Standard scores from New Group Reading Tests are monitored at the beginning and end of year 7, during year 8 and year 9 and are used to inform decisions about literacy intervention and support.

Students selected for intervention groups undergo pre- and post- testing using the Kirklees Reading Test to measure the impact of the intervention. This impact data is shared with Senior Leadership to ensure the ongoing effectiveness of the interventions.

The provision for students with a Statement of SEN or Education, Health and Care Plan is reviewed each year at a Statutory Annual Review. Parents/carers and professionals involved with the student's care and provision are invited to the Annual Review and Information from the meeting is returned to the Special Education Service at the Local Authority to enable necessary changes to the statement/plan to be made. Where necessary a Statement or Plan may be reviewed at an additional extraordinary statutory review.

Section 9 - Training and Resources

SEN provision at Judgemeanow is funded through a number of budget strands, including 'top-up' funding provided by the Local Authority for students with high level of need and the allocation of some pupil premium funding.

a. Support for Learning staffing:

SEN Co-ordinator Mrs Vivienne Baker

SEN Teacher

Administrative Assistant

Higher Level Teaching Assistant

Teaching Assistant Level 3 x 2

A team of Teaching Assistants is employed to meet requirements in line with the Code of Practice and LA's guidance. Most of the TAs have individual responsibilities, including:

- lunch clubs,
- delivering directed physiotherapy
- adapting resources for students with visual impairment
- organisational skills intervention
- literacy programmes
- behaviour group support
- individual coaching

b. Training:

The College provides INSET opportunities for staff to promote inclusion for students with SEND and to support access for these students to a broad, balanced and relevant curriculum. Whole-college INSET on dyslexia, developing literacy, differentiation and on teaching and learning styles has provided teaching staff with new strategies for working with all students, including those with special educational needs.

A programme of training for learning support staff operates throughout the academic year using expertise from both within the college and external providers.

The College seeks to promote continuing specialist training for SEND staff designed to create a balanced and comprehensive range of skills within the College. INSET specifically aimed at SEND staff to meet the SEND development plan is targeted. This has included courses on identifying and working with students with speech, language and communication difficulties, supporting students with social and emotional difficulties, Specific Learning difficulties (dyslexia), autism and Asperger's syndrome, and supporting students with general learning difficulties in the classroom. The Visual Impaired Service also provides INSET on addressing the needs of specific visually-impaired students. The HLTA and Level 3 TAs have received Local Authority training in School Based Assessment ensuring that the Team has the capacity and capability to carry out assessment of student needs in college in collaboration with our link teacher from the SEND Support Service.

The Special Educational Needs Co-ordinator also works with Newly Qualified Teachers, Graduate Trainees and Post-graduate students to induct them into the specific arrangements for meeting special educational needs at Judgemeanow.

c. Links:

In order to receive up-to-date information, share expertise and develop relevant strategies for responding to student needs, the SENCO attends termly SENCO Briefing meetings. The SENCO also established and continues to administer the Secondary Senco Hub enabling the SENCOs from Leicester Secondary Schools to meet termly to discuss current issues and concerns. Service Leaders and other professionals are routinely included in these meetings to offer advice and support.

The SENCO has twice yearly Joint Planning meetings with professionals from link agencies including Educational Psychology, specialist teachers from SEND Support (Visual Support, Hearing Support, Learning, Communication and Interaction Team, etc.) and Speech and Language Therapist to plan provision and intervention for identified students.

The college liaises closely with Special Education Services regarding the allocation and support of students with Statements of SEN and EHCPs and regarding the provision of school transport where necessary.

The college draws on the expertise, support and intervention of other agencies including CAMHS, Virtual School, Social Care and Health, Children and Young Persons' Health Services, the Safeguarding team, and SENDIASS as necessary.

The college also has contacts with the British Dyslexia Association, VISTA and the National Association for Special Educational Needs. Each of these is a source of advice and information with regards to individual students and the teaching strategies appropriate to particular needs.

Section 10 - Reviewing the Policy:

a) Evaluating the success of the SEN Policy:

The following criteria will be used to evaluate the success of this policy:

- 1) The existence of appropriate records
- 2) The progress achieved by students each year is in line with or exceeds expected norms.
- 3) Comparison of base-line data on entry and performance at the end of each year/ Key Stage
- 4) Data showing the impact of interventions
- 5) Responses from parents to the SEN work in the school
- 6) Responses from students to the SEN work in the school
- 7) The number of complaints received from parents regarding SEN provision at the College.

Section 11 - Accessibility:

b) Access to the Curriculum:

The College seeks to provide all students with access to a broad and balanced curriculum and to promote differentiation of tasks, resources and outcomes to take account of individual needs.

All teachers have a responsibility to meet the needs of students with SEN in their teaching groups through differentiation as above.

Where students require specific teaching programmes, they may be withdrawn from a curriculum area for some time each week; this is always done in consultation with teaching staff and the student, and with the intention of improving access to the National Curriculum through the development of basic skills.

For students with a high level of need, Teaching Assistant classroom support is provided to facilitate access to the curriculum and to ensure as far as possible that their special educational needs are not a barrier to achievement.

SEN staff provide small group and individual help for students to further developing basic skills, study skills, personal organisation, physical development and mentoring. Recognised

programmes currently in place include, Fresh Start, Inference Training and Accelerated/Accelwrite for literacy and Springboard maths.

c) Integration and Inclusion:

The College recognises its duty to ensure that students with Special Educational Needs and Disability join in the activities of the College together with students who do not have special needs.

Registration time, citizenship lessons, mealtimes and recreation time all offer good opportunities for the social integration of students with SEN.

Students are encouraged wherever possible and whenever it is compatible with the efficient education of other students, to participate in mainstream classes. In order to avoid any 'labelling' or isolating of students receiving in-classroom support, all Teaching Assistants are directed to address the varying needs of the whole group, whilst at the same time being alert to, and conscious of, the needs of the individual students who are designated as requiring support.

The Learning Resources Centre acts as a base of the Support for Learning staff, and is being strategically developed to act as an integrated area to support the learning of all students. In this way, students of all aptitudes and abilities work can be found working in close proximity, thus helping to break down any perception of SEN students working apart and away from their peers.

Section 12 - Complaints procedure:

We aim to work closely with parents/carers and students to agree the nature and level of support individual students receive and hope to avoid dissatisfaction by offering clear channels of communication. However it is acknowledged that parents/carers may from time to time have grounds to complain. The aim is that any complaint should be dealt with as quickly as possible, and that problems should be resolved effectively and sympathetically while ensuring that those involved are aware of the concerns expressed and have opportunities to express their views at each stage.

Parents who are not satisfied with the special education provision should, in the first instance, make an appointment to talk with the SENCO. If concerns remain, they should make an appointment to see the Principal. If they remain dissatisfied, they can write to the Clerk to the Governors.

Independent support for students and their parent/carers going through the EHCP process can be accessed through SENDIASS Leicester and Core Assets. Information on the support available can be found on the website: www.sendiassleicester.org.uk, or by phoning 01162574962.