



# SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

SENCo – Nic Coton  
Assistant SENCo – Laura Pennifold

	<b>TO BE REVIEWED BY GOVERNORS' CURRICULUM COMMITTEE</b>
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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Leicester that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<http://families.leicester.gov.uk/local-offer>

The Leicester City Council Local Offer can be found on the following website

<https://mychoice.leicester.gov.uk>

## **1. Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

We aim to:

- Make sure that the arrangements made for students with special educational needs are in line with the requirements of the Special Educational Needs and Disability Act and Equality Act 2010
- Support our SEND students to make progress in all aspects of their education from whatever their starting point in order to achieve the best possible outcomes and prepare them for their future life.
- Make sure that students with special educational needs are able to take part in all the activities of the school including those that take place out of hours.
- Make sure that our students are involved in decisions made about themselves and their education.
- Make sure we involve or parents in reviews and keep them informed about their children's progress and opportunities available to them.

## Objectives

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services *[and feeding schools or early years settings – where applicable]* prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the *SENCO / Assistant SENCO and College Leadership team* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information *[annually]* on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means *[providing one to one meetings between pupils and their teacher/SENCO/Assistant SENCO based on their individual needs]* by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *e.g. school council*

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Head Teacher
- The person's co-ordinating the day to day provision of education for pupils with SEN is the *SENCO and Assistant SENCO*.
- There is a nominated SEN Governor for SEN provision within school

## 3. Arrangements for coordinating SEN provision

The SENCO/Assistant SENCO will hold details of all SEN support records of personalised provision, structured conversations or review meeting minutes for individual pupils.

### All staff can access:

- The City of Leicester College SEN Policy which includes guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)
- A copy of the full SEN Register;
- Information on individual pupils' special educational needs, including action plans, targets set/outcome monitoring/tracking;

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities including updates on current legislation;
- Information available through Leicester's SEND Local Offer

This information is made accessible to all staff and parents The City of Leicester College SEN information report in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

#### **4. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. See Admissions policy for more information.

The schools' SENCO/Assistant SENCO visit individual schools to familiarise with the school environment and the individual child. This enables smoother transition between schools and to ensure a consistent approach. Transition to Secondary School is carefully planned and personalised through close liaison with Secondary SENCO/Assistant SENCO and is tailored to meet an individual's specific needs. Addition funding (Transition funding) may be accessed to ensure smooth transition between Primary and Secondary school.

#### **5. Specialist SEN provision**

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

#### **6. Facilities for pupils with SEN**

The school has a range of specialist SEND facilities in place. These are:

- A lift to allow access for staff, students and visitors with disabilities between the two floors in the school building.
- Toilets and showering facilities suitable for students, staff and visitors with disabilities.
- The building is fully wheelchair accessible.
- Assistive technology
- Assistance during examinations

See Accessibility plan for more information.

#### **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access Element 3 (or top-up) funding. Element 3 funding is for those children and Young people who have significant and enduring needs which require support which is additional to and different from that provided through Element 1 and 2 funding as part of the school offer.

The College leadership team and SENCO/Assistant SENCO make key decisions in the allocation of resources and personnel involved to meet individual pupil's SEND needs. Any applications to specialist equipment are made as required.

## **8. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy

### **A graduated approach:**

#### ***Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO/Assistant SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward. An initial cause for concern form will be completed by the class teacher.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

#### ***SEN Support***

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO/Assistant SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO/Assistant SENCO

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the SENCO/Assistant SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the

complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO/Assistant SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer.

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Leicester City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO/Assistant SENCO will consult with the child's parents for other flexible arrangements to be made.

As a school we will endeavour to:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.



- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO/Assistant SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The Head Teacher and Governing Body oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the College leadership team together with the SENCO/Assistant SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services, and any others that are relevant to our school.

Pupils with SEND have access to the same curriculum as all other pupils. This includes all school trips including residential and extracurricular activities to promote equal opportunities. Where appropriate, a personalised curriculum and individual provision map is implemented.

We have a large inclusion department, including learning mentors, keyworkers, teaching assistants and an EAL team.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the SENCO/Assistant SENCO monitors the provision several times a year and encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO/Assistant SENCO, Head Teacher and SEN Governor and information is gathered from different sources such as review meetings, parents' evenings and feedback forms. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

Refer to the general complaints procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO/Assistant SENCO, who will be able to advise on formal procedures for complaint.

### **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN through staff meetings.

The SENCO/Assistant SENCO attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO/Assistant SENCO, with the College leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO/Assistant SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Health
- Education
- Social care

These are accessed through multi-agency partnerships

### **15. Working in partnerships with parents**

The City of Leicester College believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through annual reports, parent's evenings and provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO/Assistant SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

## 16. Links with other schools

### Transition

See Section 4.

## 17. Links with other agencies and voluntary organisations

The City of Leicester College invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO/Assistant SENCO is the designated person responsible for liaising with the following:

- Leicester Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

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Signed \_\_\_\_\_ *[Name]* **(Headteacher)**

Date \_\_\_\_\_

Signed \_\_\_\_\_ *[Name]* **(SENCO)**

Date \_\_\_\_\_

Signed \_\_\_\_\_ *[Name]* **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually**