



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

Special Educational Needs (SEN) Policy

Adopted June 2019

Review date June 2020

Members of staff responsible:

- SENCos
- Principal

People involved :

- SENCO
- SEN Governor
- SLT
- Aspire 2 Learn Team

Links with Aims of School:

- Maintaining the school ethos of success for all
- Ensuring that all students feel safe in their learning environment
- Developing the highest quality learning experiences possible for all our students

Description of Policy Formation and Consultation Process

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

Areas of special educational need

South Molton Community College will make provision for pupils with the following 4 kinds of need:

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

South Molton Community College is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

South Molton Community College is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs providing a graduated response to special educational needs provision.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Males and females
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Learners who need support to learn English as an additional language (EAL).
- Learners with special educational needs.
- Learners who are disabled.
- Those who are gifted and talented.
- Those who are looked after by the local authority.
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant School girls and teenage mothers.
- Any learners who are at risk of disaffection and exclusion.
- Any learners who are underachieving against their academic potential.
- Any learners who are in receipt of pupil premium funding.

At South Molton Community College we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. This policy seeks to explain our school offer to students at South Molton Community College to support them in removing barriers to their learning and reaching their academic potential.

SMCC sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a learner centred approach to support where we work in partnership with the parents/carers and other agencies.

Inclusion Principles

- Staff at SMCC value students of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all student's needs. There is flexibility in approach in order to find the best solution for each student.
- Within each class, teaching and learning styles and organisation try to be flexible to ensure effective learning.
- Creative solutions and Interventions are sought to enable all students to reach their full potential within SMCC's existing structure.

Objectives

- To ensure the Children's and Families Bill (including SEN code of practice 2015) and relevant Codes of Practice and guidance are implemented effectively across the School.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, students with special educational needs.
- Endeavour to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide access to a broad and balanced curriculum through appropriate planning by class teachers, SENCO, and Skills for learning staff as appropriate to ensure barriers to learning are removed.
- To provide support for all students who are underachieving against their targeted potential including those identified as **Watch, SEN support or those with an Education Health Care plan.**
- Endeavour to ensure that pupils with SEN are perceived positively by all members of the School community, and that SEND and inclusive provision is

positively valued and accessed by staff and parents/carers.

- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of school further education, career and life skills. These aims are central to the School's Skills for Learning department ethos.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Arrangements for Co-ordinating SEN provision

The School's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs and require Intervention.

The School's system includes reference to information provided by:

- Baseline assessment results
- Assessment for Learning Strategies
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing / EHCP assessment of need, My Plan or Educational, Health and Care Plan (or existing statement)
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another School or LA which has identified or has provided for additional needs

Based on the School's observations and assessment data and following a at the student underachievement meeting or student underachievement panel and in liaison with the class teacher, SENCO and parent, the child may be recorded as:

- Watch (student will be monitored)
- Special Educational Need provision
- EHCP

We have created a grid which displays the criteria needed to be identified on the school register as having an Special Educational Need; this is in line with the new SEN code of practice. If the child is placed on the school's SEN Register at SEN provision or EHCP, parents/carers will be informed annually and invited to attend review meetings on the child. Learners with complex needs will have a 'My Plan' which will be reviewed throughout the year.

Provision for Students with Special Educational Needs

We believe that all students who are underachieving need to have some support in place to ensure they can reach their academic potential. Therefore we have provisions which are specifically designed to support underachieving students; these are mainly short term intensive provisions designed to solve particular academic issues the learner may be experiencing.

For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the provisions we offer to all learners (watch), then also to those students with identified needs (SEN and EHCP)

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The School will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will aim to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff are expected to work in a way to avoid the isolation of the children they are supporting, and should encourage peer tutoring and collaborative learning.
- Schemes of learning and policies for each area of the curriculum are in place and are increasingly differentiated to include appropriate learning outcomes for all students.

Working with disabled parents/carers

SMCC's recognises that there will be a number of disabled parents/carers of children within the School, and we work to try to ensure they are fully included in parents/carers activities. We also endeavour to make sure that we hold parents/carers' meetings in the hall that is accessible and that accessible

parking is available. We arrange BSL interpreters for those parents who require it (we need to have confirmation of attendance and the need for the service in order to make a booking)

Disability Equality, Trips or Out of School Activities

SMCC's tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional TA support for individual children as required.

A Graduated Response to SEND

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

How we identify and support students with SEND

All students' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers (data tracked termly), additional support is provided under the guidance of the subject teachers.

Where students continue to make inadequate progress despite support and high quality teaching, the class teacher works with the Special Educational Needs Coordinator (SENCo) to agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:-

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by

- appropriate behaviour management strategies.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
 - Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
 - Have emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised plan.
 - Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
 - Have a communication and/or an interaction difficulty that impedes that development of social relationships and causes a substantial barrier to learning.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that students with SEND have their provision reviewed regularly and at least termly.

Assess, Plan, Do and Review

SEND support takes the form of four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the **graduated approach – assess, plan, do, review**.

For students with low level special educational needs the cycle of **Assess, plan, Do and Review** fits into the regular termly assessment and planning cycle for all students. For those students with more complex needs or for who a more frequent cycle needs to be employed, additional meeting dates are set.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is **different form** or **additional to** which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring SEND support. At this point, through discussion and agreement with parents/carers, the student is removed from the School's SEND register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers consider requiring an

Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Educational Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School holds Annual Review meetings on the behalf of Devon LA and completes the appropriate paperwork for this process.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff have regular CPD when Quality First Teaching is addressed.
- The SENCo and other SLT members provide regular CPD to other staff in specific aspects of meeting the needs of students with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of the student.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation. If the issue can not be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaints Procedure. Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on the school website.