



British College La Cañada

Special Educational Needs and Disabilities Whole School Policy 2023



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Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice, 0-25, 2015, and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (June 2014)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

Aims

British College la Cañada aims to:

- foster among pupils a caring and considerate attitude towards each other and their environment;
- provide equal access to a broad and balanced curriculum, regardless of gender, creed, race or special educational needs;
- provide a secure and positive environment, so that each child will feel valued, safe and happy;
- develop the whole child: physically, emotionally and intellectually;
- equip the children with the skills needed for their life beyond school;
- recognise the importance of each child's self-esteem and enhance this wherever possible.

Objectives

The school will:

- Ensure the earliest possible identification of SEND;
- Involve parents and pupils as partners in the SEND process;
- Regularly monitor and review each child's progress and take appropriate action;
- Make full use of the expert support facilities of the Educational Psychologist;
- Cater, wherever possible for the full range of special needs within the school.



Definition of a Special Educational Need and Disability / Additional Learning Need

For the purpose of this policy - adhering to the definition of SEND as per the **SEND Code of Practice 2015, 0-25** – ‘a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’ - we use the definition of SEND:

A child has special educational needs if s/he has a learning need that requires educational provision which is additional to, or otherwise different from, the educational provision generally made for children of their age in school. At any point in their school life a child may have Special Educational Needs, including those gifted and talented.

A child has a learning difficulty if s/he:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which either prevents or hinders the child from making use of the education facilities of a kind provided for children of the same age in schools within the area.

The **SEND Code of Practice (2015) 0-25** describes the four broad categories of need:

- Cognition and Learning (**CL**): *Specific Learning difficulties*
- Communication and Interaction (**CI**): *Speech, Language and Communication Needs*
- Social, Emotional and Mental Health (**SEMH**): *Behavioural, Emotional and Social Development*
- Sensory/Physical (**SP**): *sensory impairments*

The school is committed to providing the necessary resources for:

- Early identification and assessment
- Support for all children with SEND/ALN.

Quality First Teaching and Inclusion

The definition of Quality First Teaching Quality First Teaching (QFT) is a whole class teaching concept that focuses on inclusive and high-quality teaching for every pupil in a classroom. QFT depends on a wide range of learning methods to be effective, including time for the children to talk and share and work in groups along with working independently, and using high quality resources and differentiated learning.



Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teacher's respond to pupils' needs by:

- Providing support for pupils who need help with communication, language and literacy;
- Planning to develop pupils understanding through the use of available senses and experiences;
- Planning for pupils' full participation in learning , and physical and practical activities;
- Helping pupils to manage their behaviour/emotions and to take part in learning effectively and safely.

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Provision

Effective learning opportunities will be offered to all pupils. Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with SEND in their care (SEND Code of Practice, 0-25, 2015).

All pupils have access to a broadly based and balanced curriculum. If a class teacher detects that a child in their care may require special educational provision, they will assess them and pass on all information to the SEND Coordinators, who will also carry out appropriate assessments and observations.

The school has two SEND Coordinators who work closely with the school psychologists and a support teaching assistant to monitor and control IEPs, targets, target setting and progress of pupils.

The school's provision for pupils with SEND/ALN will be coordinated by the SENCOs in coordination with the school psychologists.

The SEND Coordinators have an important role to play with the heads of department and classroom teachers, in determining the strategic development of SEND/ALN policy and provision in the school.

The SEND Coordinators and the school psychologists have day-to-day responsibility for the operation of the SEND policy and coordination of specific provisions made to support



individual pupils with SEND. They provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies.

The SENDCo key responsibilities within the SMT with responsibility for SEND are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for all pupils
- advising on the graduated approach to providing SEND support
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Headteacher and school management to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.

The school seeks to comply with the 2010 Discrimination and Disability Act. There are stairs leading to the Upper Primary provision but this also offers lift access for those with a physical disability. In the main secondary school area there are stairs and lift access to the upper floors and there is a ramped access to the school. There are also ramps to all outside sports facilities and the doors comply with the 2010 Discrimination and Disability Act. There are also disabled toilet facilities.

Identification and Assessment

Early identification is vital. The class teacher or any subject teacher along with support staff assess and monitor the child's progress in line with existing school practices.

These include formative and summative assessments such as:

- assessment for learning including observation, dialogue, marking, etc.
- baseline assessment for children entering school in reception;
- GL Progress tests in English;
- GL Progress tests in Mathematics
- GL tests in Science
- GL / Mid Yis
- concern from parents;



- **CAT4 tests in Secondary?**
- The school's system for observing and assessing the progress of individual children will provide information about areas where the child is not progressing satisfactorily.

Referrals

Any teacher, parent or carer may express a concern.

- **Staff referrals**

Members of staff consult with the SENCo if they believe a pupil may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

- **Referrals by parents or carers**

Any parent/carers may express concern, we welcome any parent/carers into school who may have any queries, or this can be discussed via telephone or email. Once information is gathered, the SENCo will use data and staff feedback to plan next steps.

Informing parents

Teachers inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The teacher may decide that the child needs help over and above that which is normally available within the class. At this time, the school SENDCo and the school psychologist may also be consulted. The key tests of the needs for action is evidence that current rates of progress are inadequate as compared to peer group and target level.

Triggers for intervention

When a teacher or SEND Coordinator identifies a child with learning needs, the teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum, following the Graduated approach to SEND.

The triggers for intervention will be underpinned by evidence for a child who:

- makes little or no progress when teaching approaches are targeted particularly in a child's area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;



- 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 a differentiated curriculum.

Liaising with external agencies

In some cases, outside professionals will already be involved with the child. Where these professionals have not already been working with the school staff, the teacher or school psychologist may contact them if the parents agree. The Psychologists and SEND Coordinators will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring action taken. The child's teacher will remain responsible for working with the child on a daily basis and for planning and delivering the individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention

❖ EYFS / Primary & Secondary / Sixth Form

The Psychologist, SEND Coordinator and the teachers will decide on the action needed to help the child's progress in the light of their earlier assessment. This may include:

- differentiated learning materials;
- small group or individual support with Learning Mentors;
- Additional Learning Needs (ALN) support provided in small groups outside of the classroom, such as the *Nurture program**
- additional adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to support services for one-off occasional advice on strategies or equipment.
- Individual Education Plans.
- Referrals to external agencies via the school psychologist.
- Nessy phonics or IDL in Secondary
- Study techniques: groups and individual, with the Secondary SENDCo

*The *Nurture program* in Primary, will be used to support pupils with both behavioural and academic needs. Pupils will work in mixed groups to facilitate behaviour issues and these groups will follow a plan and be observed and assessed continually. Pupils will work in these groups during foundation subject sessions and will have individual times should the need arise. The coordinator of such a program will maintain that the staff and parents are informed of the pupil's progress and needs at termly meetings.



Setting targets and tracking progress: Individual Educational Plan (IEP)

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short term targets for the child;
- the teaching strategies to be used;
- the provision to be put into place;
- when the plan is to be reviewed;
- outcomes - to be recorded when the plan is reviewed.

❖ EYFS / Primary:

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon two or three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year, but usually termly, and parent's views on their child's progress will be sought termly. This will take place in November and March (Check it's like this) with a full review at the end of the summer term. Wherever possible, the child will be consulted during the review process and be involved in setting and monitoring targets.

❖ Secondary / Sixth Form

With the advice of teaching staff, and after having completed the "insert name of document: SMART targets to make sure we keep track o SEN students' progress" termly, the Secondary SENDCo will create/update IEPs for students with learning difficulties that fall into one or more of the 4 broad areas of SEN, and also for students who:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which either prevents or hinders the child from making use of the education facilities of a kind provided for children of the same age in schools within the area.

Once termly, the children with IEPs will have a review meeting with the Secondary SENDCo to discuss their progress and review their targets.

Once termly, teachers will be asked to review the SMART targets that they set at the beginning of the term for their SEN students.

The Head of Secondary will also monitor the students progress closely over the term.

Approach



- Parents/Carers are asked to inform the school on the registration form of any specific needs before their daughter takes the entrance test. On the form for new entrants, parent/carers are asked specifically about external assessments and any extra support that their daughter has previously received **(Checked with Noelia: if we don't do it eventually, take this paragraph out)**
- Staff are fully aware of pupils' profiles of need, planning and delivering high quality, differentiated lessons in response to individual needs.
- Pupils with SEND experience an inclusive education, with maximum access to the curriculum, making progress alongside their peers to achieve their potential.
- Where appropriate and in consultation with staff, the pupil and their parent/carer, pupils with SEND receive additional support.
- Access to specialist services and external support agencies is available to provide advice and training to the school in meeting the needs of particular pupils.
- For identified pupils, SEND support should take the form of a graduated approach in line with the requirements of the May 2015 Code of Practice.
- All pupils in Year 7 are assessed to provide a baseline for tracking their progress from Year 7 to Year 11 and to determine whether any additional testing needs to take place to identify specific learning or processing difficulties.
- All pupils at transition from Key Stage 3 to Key Stage 4 are screened by the SENCo to identify whether Access Arrangements are needed for GCSEs. Appropriate provision is put in place if supported by a history of persistent and significant need. Sheffield High School follows the procedures and guidelines set out by the Joint Council for Qualifications (JCQ).
- If a pupil has been identified as having dyslexia or other relevant learning difficulties, indicating possible eligibility for Access Arrangements in external examinations, she should trial these arrangements in class, tests and school examinations as her normal way of working (NWOW).
- Teaching staff are encouraged to report causes for concern about individual pupils to the SENCo. Teaching staff will log in concerns in a Cause for concern list shared with them termly.

Criteria for entering and exiting the SEND Register

A child will be in the SEND Register if he or she requires educational provision which is additional to, or otherwise different from, the educational provision generally made for



children of their age in school.

Students who do not require additional support, but who have a diagnosis report, will be in the SEND Register.

Where pupils make sufficient progress based on the assess, plan, do and review cycle, it may be agreed that they need no further support and may exit the SEND Register. Further support can be requested again at any point.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some pupils may also have Special Educational Needs or Disabilities (SEND) and may have a statement of SEND, or an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (May 2015) is followed.

Specific risks for children with additional needs

Children with additional needs (including SEND) are at increased risk of abuse and neglect and sometimes the barriers to identifying and intervening are also higher. It is therefore important that we maintain an open mind about what we are seeing and maintain a professional curiosity. For example:

- not accepting that an injury is a result of the needs of the child, but instead consider what other causes there may be and what the evidence suggests.
- considering a behaviour such as self-harm as possibly being indicative of abuse.
- recognising the potential for fabricated or induced illness.

It is important that there are also clear lines of communication between all involved in the child's care so that concerns can be discussed and referred as necessary.

Anybody who works in an education setting has a duty to protect the welfare of children who attend and, therefore, is responsible for safeguarding.

Any concern must be reported to the Designated Safeguarding Leads: Miss Carmen Esteban (Secondary & Sixth School Psychologist), Miss Paula Martínez (EYFS & Primary School



Psychologist) and Mr Oliver Jennings (Secondary School Teacher).

Parents and Partners

Parents are involved at every opportunity from early identification of special needs. Regular termly review meetings will be held with parents, teachers, support staff and children to discuss and agree progress made and set targets for achievement. Further concerns may be raised with the SENDCOs or Head of Studies when a suitable appointment has been made.

It is vital for the school to maintain positive and clear communication with parents throughout the school year so as to make sure students feel fully supported.

Class teachers / Tutors to inform parents/carers of the student's school life/experiences, both positive and negative. All parents and carers of pupils at British College La Cañada are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision

To make communications effective, staff at British College La Cañada will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings



<p>Author/Written By: S. Nowell (Head of Primary) Additions by K. Simpson (Head of Secondary) July 2017</p>
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