



Callington Community College

SEND Policy
(Special Education Needs and Disabilities)

Version	Date	Review Date
September 2018	07/09/2018	Nov 2019
Originator: E. Lawrence	Authorised by CCC Governors:	Nov 2018

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and 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 Years (April 2015)
- Colleges SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at college with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEN Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014. This policy has been created by Emma Lawrence in liaison with the Principal, SEND Governor, SLT and staff, with due regard to the input of parents and students with SEND.

In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all students which includes, in addition to quality first teaching for all, a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the college Record of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEN Support. Their provision will be identified and progress monitored via Individual Provision Mapping.

This policy sets out our commitment to raising the aspirations and expectations for all students with SEND, including those identified as Gifted and Talented.

SECTION 2 – AIM

The overarching aim of this policy is to ensure that the needs of students with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- a) Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and needs and ensuring that the development of students' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEN Reforms, Children and Families Act 2014 and the SEN Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole college' approach to the management and provision of support for SEND.
- d) Ensure all staff implement the college's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all students have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate students' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all college staff, governors and parents on SEND issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.

- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will oversee and work with the SEND Inclusion Policy.
- n) To provide support and advice for all staff working with students who have SEND.
- o) Support students with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all students with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)
- q) Teach and encourage all students with SEND about Fundamental British Values in line with DfE National guidelines and our whole college ethos.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he/she:

- greater difficulty in learning than the majority of children of his/her age. and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the college. Students are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to students' diverse learning needs
- c) aims to help students overcome potential barriers to learning

In accordance with the SEN Code of Practice 2015, four broad categories of need are identified:

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

Whilst it is clear that the purpose of identification is to work out what action the College needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The college will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the college has recognised and identified clearly.

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT CALLINGTON COMMUNITY COLLEGE

At Callington Community College, all teachers are responsible and accountable for the progress and development of all students in their class including where students access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. 'Quality First' teaching is a priority of the college. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the additional needs most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that students are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching. Details of the provision on offer at Callington Community College can be found in the College Offer in the SEND section of the College's Website.

Levels of Need

Callington Community College's Graduated Response consists of three levels as follows:

1. On-Alert.

This refers to students who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the college whose needs are still being assessed

- Currently have barriers to their learning eg
 - Their behaviour is disruptive
 - There are attendance/lateness issues
 - Concerns over their mental health
 - The family is currently experiencing challenges
 - English is not the first language for them or their family (EAL)

All class teachers are required to keep a list of students who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up (Registration of Concern form). This will involve conversations between the class teacher, SENDCo and parents which will include problem-solving, planning support and strategies for the individual students.

Students at this level of need DO NOT form part of the College's RON and, in line with the Code of Practice, the College ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

2. SEN Support

Students are placed on the RON at this level after assessment and consultation between the SENDCo and Class Teacher when it is established that they have a significant learning difficulty and they need provision that is additional and different.

At this point, parents or carers will be informed of the decision and the College will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of an 'Assess- Plan-Do -Review Cycle,' which is at least termly.

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in all areas in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views and advice from external services

Plan

A plan will be drawn up by SENDCo & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's Personal Learning Plan
- A copy will be given to the parents

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.
- The SENDCo monitors this provision

Review

- Parents will be invited to attend termly review meetings with the SENDCo, the class teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the plan will then be drawn up and added to the ongoing Personal Learning Plan
- Parents will be given copies of all notes from the review and the new PLP

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the college will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

3. Education, Health and Care Plan

Students who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENDCo who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for statutory assessment to be made by the Local Authority. The LA then consider the application and issue an EHCP as appropriate. There is a statutory requirement to review an EHCP annually. This review meeting is held at the college with parent, child and all professionals involved invited to attend.

In addition, students with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

The SENDCo is responsible for:

- a) Assessing specific needs of students with SEND, including application for statutory assessment.
- b) Managing the screening of students for specific learning difficulties such as dyslexia, dyscalculia, poor phonological awareness, working memory development.
- c) Line managing SEND Lead Practitioners and Teaching Assistants
- d) Liaising with other colleges to aid transition
- e) Ensuring all relevant information is forwarded on to new college.

- f) Day-to-day operation of the college's SEND Policy including ensuring that the APDR Cycle is taking place.
- g) Liaising and advising class teachers and support staff.
- h) Maintaining the SEND Record of Need and the records of all students with SEND.
- i) Liaising with parents/carers of students with SEND.
- j) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
- k) Attending/holding review meetings for students with SEND including those with an EHCP.
- l) Applying for access arrangements eg additional time for GCSEs.

SECTION 5 - CRITERIA FOR EXITING THE SEND RECORD OF NEED

The SENDCo has responsibility for the removal of a pupil from support on the Record of Need at Callington Community College. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 6 – SUPPORTING STUDENTS AND FAMILIES

- Families of students with SEND are guided towards the Cornwall Family Information Service (FIS), www.cornwallfisdirectory.co.uk with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.
- Callington Community College has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEND and/or Disability in line with current requirements (The College's Offer). This link includes the SEND Policy and SEND Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- A copy of this policy; Callington Community College's Offer and the college's Annual SEND Information Report can all be viewed on the college website.
- Admission arrangements can be found on the college website.
- The college's policy on managing the medical conditions of students can be found on the college website.
- Transition meetings between class teachers to discuss the needs of individual students with SEND take place in July and will include the passing on of all records including all Personal Learning Plans.
- Upon transfer to another school or college, every effort will be made to ensure that the receiving school or college involved will be made aware of the particular needs of a student. This will be through personal liaison, and appropriate records, documents and/or statements of SEND.
- The SENDCo and transition team make contact with all primary schools of children that choose to transition to Callington Community College. Primary schools ensure that all relevant information and documentation is made available to college staff in a timely fashion.

SECTION 7 – SUPPORTING STUDENTS AT CALLINGTON COMMUNITY COLLEGE WITH MEDICAL CONDITIONS

- The college recognises that students at college with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some, but not all, children with medical conditions may be disabled and where this is the case, the college will comply with its duties under the Equality Act 2010.
- Some, but not all, students, may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The college has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of students with medical conditions. See the college policy for supporting Students with Medical Conditions for more detailed information.
- The college follows statutory guidance published by the DfE, 'Supporting Students with Medical Conditions at College' Sept 2014. Last updated August 2017. This can be found www.gov.uk/government/publications/

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all students with SEND is continuously monitored through ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole college practice.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the college's appraisal system, self-evaluation and quality assurance processes and feed into the College Development Plan.
- The Headteacher oversees the professional development of all teaching and support staff which occurs during whole college training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the college.
- The SENDCo undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the college and for individuals.
- Newly appointed teaching and support staff undertake an induction meeting with a member of the Senior Leadership Team who will explain systems and structures in place around the college's SEND provision and practice. The SENDCo will ensure that all new staff are given clear information about the needs of individual students in the class where they are directly working before they commence working.

- The SENDCo regularly host/attends SEND network meetings in order to keep up to date with local and national developments in SEND.
- Support Staff are encouraged to take an active part in all college functions/training including leading after-college clubs.

SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the SEND, SAFEGUARDING and Governing Body

The Governing body has regard to the SEND code of Practice (2015) when carrying out duties towards all students with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for students with SEND.
- Determine the college's general policy and approach to students with SEND in cooperation with the Headteacher and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those students with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the college's progress in implementing the policy and its impact on students are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the college to make SEND provision for their child.
- Ensure that students with SEND are included as far as possible into the activities of the college.
- Consult with the LA and the Governing bodies of other colleges, when appropriate, in the interests of coordinated SEND provision in the area

The SEND and Safeguarding Governor – Dr John Tilbury

Designated Safeguarding Lead – Mrs Gemma Parker

Deputy Designated Safeguarding Lead – Mrs Paula Mathieson

Designated Teacher for Looked After Children – Mrs Gemma Parker

Deputy Designated Teacher for Looked After Children – Ms Nicky Webb

Designated Member of Staff responsible for Pupil Premium Funding – Ms Gemma Patton

Designated Member of Staff responsible for managing the College's responsibility for meeting the medical needs of students – Mrs Gemma Parker

Role of the Teaching Assistants

Lead Practitioners and Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and class teachers. The learning of all students remains the responsibility of the class teacher at all times.

Teaching Assistants are line managed by the SENDCo.

SECTION 11 – STORING AND MANAGING INFORMATION

- The college complies with General Data Protection Regulations (GDPR) – March 2018.
- The colleges uses the DfE's Data Protection: a toolkit for colleges (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard information about students and families.
- The SENDCo understands that elements of special educational needs data are sensitive and it is the college's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the college's GDPR Policy and Privacy Notices.)
- Explicit consent is always sought from parents/carers for the following:
 - Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; SEND Specialists.
 - Inclusion in the college's award-winning Well-Being Programme eg 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy
- The SENDCo ensures that all sensitive personal information, about individual students and/or their families, eg their SEND file, is stored securely and is not freely accessible.
- The SENDCo ensures that any documents with sensitive personal information about individual students and their families that need to be shared with other professionals outside the college are sent through encrypted, secure e mails.
- When a pupil with SEND moves to another college, their SEND files are, wherever possible, delivered to the receiving college by hand and a signed file transfer receipt is required from the college. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not receive the signed receipt back from the receiving college within 10 working days, this will be followed up with a phone call to the college.
- The SENDCo ensures that no sensitive, personal data about individual students with SEND is visible anywhere in the college including , offices; staffroom; classrooms, unless it is required for Safeguarding eg medical needs such as allergies, in which case, explicit consent is gained.

SECTION 12 – REVIEWING THE SEND POLICY

This Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be seen on the college website.

SECTION 14 – DEALING WITH COMPLAINTS

The college's standard complaints system applies. More information can be found on the college website.

SECTION 15 – BULLYING

Please refer to the college's Behaviour Policy which is available on the college website.

