

GRACE COLLEGE

SEND Policy



Rationale

At Grace College every young person is equal, valued and unique. We place high value on the importance of developing a culture which prioritises the pursuit of knowledge and the development of character, and as a result we have high aspirations for all students who attend Grace College. We aim to provide an environment where all young people feel safe and can flourish and as a result will respond to individuals in ways which consider their individual needs. Grace College is committed to providing an appropriate and high-quality education to everyone within its community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Policy Statement

All students are entitled to a broad, balanced, relevant, and differentiated curriculum. The College will effect such entitlement by enabling appropriate access to the whole curriculum for all students. All students identified as having Special Educational Needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for students with Special Educational Needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support paying attention to the students' individual targets, Individual Learning Plans or Education(ILP), Health and Care Plan. It is expected that all students will have equal access to the College's Curriculum. All teachers will be made aware of, and be responsible for, students with Special Educational Needs.

The College will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with students with Special Educational Needs.

Grace College recognises the necessity to work in partnership with parents/ carers and will ensure that parents/carers receive information on the statutory procedures and the outcomes for their children.

Principles and Objectives

We have a responsibility to encourage excellent Special Educational Needs and Disabilities (SEND) practice throughout Grace College for the benefit of all students. To encourage excellent practice, we are committed to the following principles:

To ensure equality of provision for young people with Special Educational Needs and Disabilities (SEND).

- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting students at school with medical conditions 2014
- To ensure that all students' needs are identified, assessed and met and regularly reviewed to improve outcomes
- To ensure all staff are aware of disability equality and support positive outcomes for students.
- To provide flexible and sensitive support for student learning and cater for students short and long term needs

- To ensure that teaching staff are aware of students needs and to provide relevant information to inform their planning of classroom experiences
- To give guidance on appropriate resources to meet the needs of the College and individual students
- To establish a working partnership with parents/carers to support student learning and development
- To provide a framework for the monitoring, and evaluation of policy, practice and provision
- To support appropriate in-service training for all staff
- To keep the governing body informed of all aspects of learning support in The College

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Principal, determines the College's general policy and approach to provision for students with SEND, establishes appropriate staffing and funding arrangements and maintains a general overview of the College's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any student with SEND
- Ensures that all students, including those with SEND have access to a broad and balance curriculum

The Principal

The Principal is responsible for the day-to-day management of all aspects of the College's work, including SEND. The Principal keeps the Governing Body informed of all developments with regard to SEND. Some SEND responsibilities may be delegated to a member of the College Leadership Team.

SENCO

The main role of the SENCO is to co-ordinate SEND provision throughout the College. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good SEND provision, it is imperative that the SENCO has a clear vision of what SEND and relevant provision mean to the staff, parents and students of Grace College and thus co-ordinate provision to ensure meaningful learning experiences.

Other SENCO duties supporting SEN and disability

Pastoral

- Liaison with the Vice Principal (Student Support), Heads of School, and Key Stage Teams, to ensure equality of opportunity and integration of students with SEND
- Supporting Key Stage Teams with Pastoral Support Programmes; attendance to behavioural reviews
- Complete referrals to outside agencies when required
- Liaise with parents/carers of students with SEND
- Liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Act as an advocate for students with SEND
- Provide access to individual mentoring for students with SEND
- Attend any TAF, CP meetings concerning students with SEND
- Liaise with potential next providers of education to ensure a Student and their parents are informed about options and a smooth transition is planned
- Support the attendance manager with attendance meetings with SEND students
- Ensure that the College keeps the records of all students with SEND up to date

Inclusion

- The SENCO liaise with the Vice Principal (Student Support) to ensure up to date, relevant SEND information is available

- Be a key point of contact with external agencies, especially the Local Authority and its support services
- Ensure reasonable adjustments are made for students with SEND to enable them to play a full part in College life

Environment

- To ensure a positive, pleasant, caring and comfortable working environment for students with special educational needs.

Curriculum

- Advising colleagues on the range of support available to staff and students
- Liaison with relevant staff to ensure that support is directed to students when required
- Providing Heads of Department with information for purposes of setting and/or Teaching and Learning
- Providing Departments with opportunities for accessing SEND support teachers and Learning Support Assistants
- Monitor and evaluate SEND provision
- Work with the Principal and College Governors to ensure that the College meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations
- Direct in-class support to support colleagues across the curriculum
- Discuss curriculum issues relating to SEND with Senior Management
- Ensure all matters relating to SEND have a high profile across the College

Assessment

- To supplement whole College assessment with individual assessment of students SEND, where required and appropriate
- To support the Head of Lower School, through liaison with feeder primary schools, to collect information on students, including those with SEND

Administration

- To produce timetables for Learning Support Staff
- To read through and act upon the information included in the SEND records of all students entering the College either in Year 7 or mid-term
- To analyse data in relation to student outcomes to identify next steps
- To produce Individual Learning Plans for students with SEND, outlining areas of strength and need, as well as possible support strategies
- To keep registers of students with SEND up to date including their level of performance and acquaint staff of amendments on a regular basis
- To produce review timetables for students with SEND and be responsible for distribution of invitations to parents and external agents, where formal meetings are required as part of the review process
- To chair formal reviews for students with an EHCP or external agency involvement
- To ensure that all documentation relating to reviews of students with SEND is up-to-date and distributed to all concerned
- To prepare educational advice for applications for Education, Health Care Plans
- To ensure SEND resources and stock are reviewed and renewed
- To produce agendas and minutes for meetings

Staff development

- To provide whole staff training to ensure that the policy on SEND is being adhered to
- To provide whole staff training to ensure effective delivery of the curriculum
- To provide specific SEND training to teachers and Learning Support Assistants
- Support and advise colleagues

The Governors responsible for SEND and Inclusion is: Mrs A Conlon

Access to Facilities and Provision:

Disabled toilets
Lifts and access ramps to provide access to all areas of the College
Designated Physiotherapy room
Evacuation chairs to support emergency evacuation from the College

Implementing the SEND Policy across the College

Grace College accepts its duty to its students and acknowledges that many students may at some time, experience difficulty with their learning. All teachers, whatever their role, will be responsible for students who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

Admissions

Grace College caters for students of all abilities, including those with identified learning difficulties and disabilities identified within the SEND Code of Practice.

If you would like your child to attend Grace College, you should discuss the suitability of Grace College as a secondary school placement with your child's current school, this may instigate a multi-agency review with any professionals who work with your child.

At your child's Year6 transition review meeting, yourself and the professionals involved will discuss possible next steps or you may wish contact the SEND department of your local authority.

Parents and Carers are welcome to visit Grace College at a range of different times. We have a formal Open Evening for Year 5 and 6 parents. This is an excellent opportunity to view the College and meet staff. The SEN department can also provide appointments to discuss your child's needs in more detail, this is important before making a decision about a placement.

Once you make a decision about the College you would like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work closely with you and your child's primary school, during the transition period.

The College's admission policy reflects Local Authority guidelines on the admission of the students with special educational needs. Please follow link below for more information.

www.gateshead.gov.uk/article/2797/Secondary-school-admissions

This policy is reviewed as and when required. The SENCO or Director of Inclusion attempts to meet with parents of students with Special Educational Needs at the earliest possible opportunity.

Resources

The Principal and SENCO are responsible for the operational management of the budget for SEND provision. The College will use a range of additional funding including the national SEND budget and, where applicable, Pupil Premium to provide high quality appropriate support for students with SEND. The support allocated to students with SEND will be determined by the needs of these students. All staff are aware of the nature of the intake, have access to the SEND Register, hold information about each student's SATs performance and have access to reading test results and CAT scores.

The College will ensure that the College's Curriculum is delivered in an appropriate and challenging way to meet student need. Resources, both human and material, will be made available as needed.

Identification procedures

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in College. To assist with the early identification of students with special educational needs, the SEND Department will make use of a range of information. This will include:

- Diagnostic testing
- Key Stage 2 SATs results
- Existing documentation and information from primary schools
- Reports and assessments from external agencies e.g. Educational Psychologist.
- Students on entry will take the ARTI reading test
- In addition, the SEND Department will use a number of strategies to provide further information on the abilities of identified students
- Lists of students with special educational needs are distributed to members of staff

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any Learning Support Assistants or specialist staff involved. The SENCO will support the above.

Review Procedures

The effectiveness of the support and interventions and their impact on the Student's progress will be reviewed on the agreed date.

Reviews will be held with parents/carers regularly throughout the year, and parents/carers will have the opportunity to discuss progress with SEND staff on progress evenings. Additional reviews will be arranged according to need. Subject teachers, working with the SEN team, will revise the support in light of the student's progress. If a Student does not make expected progress over a sustained period of time the College will consider involving specialists. Grace College liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS), SEND support, and, when appropriate, Social Services and Looked After Children Team. Additional Top-Up Funding Where a Student's needs exceed the nationally prescribed threshold (currently £8.000) additional funding will be applied for from the Local Authority through the EHCP process as outlined by the Local Authority. The College will provide the Local Authority with evidence of the action taken as part of SEND support.

Support of the Curriculum

Students with SEND are supported across the curriculum in one or more of the following ways depending on need:-

- Small group teaching of Key Stage 3 and Key Stage 4 students, where appropriate;
- In-class support for students with identified by Learning Support Assistants and the SENCO;
- Additional support for those students who require it before school, break times and lunchtimes
- Appropriate support at Key Stage 4 supporting student motivation and engagement through a range of additional pathways.
- Individual and small group interventions are planned with relevant outside agencies

At SEND Support (formally School Action) the needs of young people are recorded on the SEND Register and met in the classroom by teachers with additional LSA support (when possible). Progress is monitored in accordance with whole school systems. However, if concerns are raised by parents/carers or staff, a review meeting is called to address the difficulties.

At College Support Plus (formally School Action Plus) each young person is provided with a key mentor who meets with their key students once per half term or more frequently, according to need. They liaise with staff and parents/carers, set and review Individual Learning Plans and support their key students through the

review process. At this stage, there may be involvement of outside agencies. Targets are reviewed with parents/carers at SEND review meetings.

Those students with High Needs Top-up Funding or who have undergone statutory assessment and have an Education Health Care Plan and have detailed individual costed provision plans. The additional support/resources are matched to the provision plan. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at SEND review meetings. The meetings are chaired by the SENCO and external agents will be invited, where appropriate.

Access to the Curriculum:

All teachers are responsible and accountable for the students of SEND in their classroom. At Grace College broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. In planning and teaching teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. In order to maximize learning, some young people are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

Student Voice:

At Grace College views of all students are valued. All young people with SEND are aware of their individual targets and a Student review sheet is used to gather their views on their progress.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the young people with SEND:

- Regular observation of teaching by the College leadership team
- Analysis of assessment data, with at least three levels of progress expected between key stage 2 and 4 for all students
- Assessment records that illustrate progress over time – e.g. reading ages, pre and post assessments for those students who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for Special Educational Needs and Disability
- The views of parents/carers and students
- Regular meetings between SENCO and senior leaders
- Provision Mapping – used as a basis for monitoring the impact of interventions

Transition

Between Schools:

Strong links have been built up with all feeder primary schools. The SENCo and Head of Lower School make visits to local primary schools before transition to Year 7. Contact is made in throughout Year 6 to collect relevant SEND information to allow the SEND team and other departments to prepare for the new intake.

Further Education:

Students with SEND are supported in transition planning through careers advice within the College and Personal Advisors employed by the Local Authority, where this is deemed appropriate. Students with an EHCP begin transition planning in their Year 9 Review, with a Personal Advisor attending reviews in KS4 and KS5. Where appropriate, students may be supported in contacting colleges and arranging visits. Information is shared between the SEND Team within Grace College and colleges in order to ensure a smooth transition for students moving into new post-16 provision.

Complaints

Parents/Carers can contact the College, in the first instance by telephone, letter, email or in person by an appointment. Concerns about provision for students with special educational needs should be referred to the SENCo.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in the College to discuss the matter. The SENCo may need to involve other personnel, such as an Educational Psychologist or the Vice Principal (Student Welfare) if this is necessary.

The Code of Practice sets out procedure for complaints about provision outlined in a student's Education Health and Care Plan. Parents are informed of their rights in the documentation from the Local Authority. The College will advise parents on provision outlined in the Education Health and Care Plan if this is requested. Parents have the opportunity through response to the College report system and review meetings to alert the College to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Principal.

LA Agreement

Gateshead LA supports students with special educational needs in the College by;

- Providing access, through a Service Level Agreement, to an Educational Psychologist for assessment of students with SEND when this is requested by the College. Cases are discussed in planning meetings and the EP will act on cases where there are clear desired outcomes requested
- Offer support to discuss issues relating to individual students and general issues
- Access to specialist services for students who require sensory or speech and language support, for example, the Low Incidents Needs Team support students with Hearing and Visual Impairments within the College setting
- Home tuition and hospital tuition for those students for whom it is appropriate
- Providing named officers from whom parents of students with Education Health Care Plans can seek advice
- Providing access to networking events for SEND staff within the College.