



Special Educational Needs Policy

Approved/Reviewed: October 2016	Next review due: October 2017
Governing Body Committee: CSC	CLT contact: Becky Lear
Policy adopted by the Governing Body on: 8 th November 2016	

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT all staff and parents of pupils with SEND, in the spirit of current reforms.

TCC and Special Educational Needs

The Special Educational Needs Co-ordinator for Torpoint Community College is:

Becky Lear – Senior Assistant Headteacher

Email: lear@torpoint.cornwall.sch.uk

Tel: 01752 812511

Student Support Centre Lead: Mrs Sue Fowell

Email: fowell.s@torpoint.cornwall.sch.uk

Tel: 01752812511

At Torpoint Community College we believe in inspiring optimistic learners.

All members of staff, in conjunction with the authorities (the school governing body and the local authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to and provided with a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed. Every teacher is a teacher of every child or young person including those with SEN. Although we are situated in an area of deprivation we are committed to developing high aspirations in all of our students.

Please note in this College safeguarding young people is paramount. All staff have received training re the Prevent Duty and understand their responsibility to prevent extremism and radicalisation. Students have been advised about the issues surrounding this.

Aims

Torpoint Community College (TCC) aims to embrace the needs of all students and has a whole College approach to special educational needs and disabilities (SEND). Every teacher is a teacher of every child or young person including those with SEN. We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. TCC focuses on outcomes for all children and young people, aiming to raise the aspirations of and expectations for *all* pupils, including those with SEN.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs, such as emotional or behavioural.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

According to page 274 of the SEN Code of Practice 2014:

A child or young person has SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her 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

Many students with SEND will have had formal assessments diagnosed at primary school. Our Student Support Centre has developed links with our primary feeder schools and liaises with them to help identify students with special needs who will be coming to Torpoint Community College and get relevant data. Students and their class teachers are visited in Year 6 and the SENDCo takes part in Year 6 annual reviews of pupils with Statements or significant need if they will be transferring to Torpoint.

Under the new code the subject teacher is responsible for identifying and supporting pupils with SEN through:

- Regular classroom assessment
- High quality differentiated teaching
- Working with the special educational needs co-ordinator (SENCO) to assess SEN where progress continues to be less than expected

In some cases a student without previously identified SEND will not make adequate progress, or teachers may consult the SENDCo about other concerns. The Student Support Centre will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

There are 4 broad categories of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the College needs to take, not to fit a student into a category. When identifying the needs of a student we consider the needs of the whole child, which will include not just focus on the special educational needs of the child.

The following list may not be considered to be special educational needs, but may still impact on progress and attainment and therefore a student may receive help from the Student Support Centre:

- Disability (the code of practice outlines the “reasonable adjustment” duty for all settings and schools provide under current Disability Equality legislation – these alone do not constitute a special educational need
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behaviour is no longer classed as a special educational need. Any concerns relating to a student’s behaviour is an underlying response to a need which we will be able to recognise and identify through our work with the young person.

A Graduated Approach to SEN Support

At Torpoint Community College we have a policy of individual planning and recording for all students. If regular assessment of progress reveals that a pupil is making less than expected progress, then the class or subject teacher needs to make a judgement about how to support that pupil.

According to section 6.19 of the Code, the first response should be “high quality teaching targeted at their areas of weakness”. This could be achieved through differentiated delivery, resources or tasks managed by teachers in class settings to suit the pupils’ needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

It may also entail in-class work or targeted group interventions by Learning Mentors, such as literacy and numeracy catch-up groups, or work on areas such as social skills and/or speaking and listening. Many students with SEND also have special (access) arrangements in exams, such as separate invigilation, rest breaks, extra time, a reader or access to a word processor.

A small number of students with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These students may be assisted in class by Learning Mentors or withdrawn from class for special teaching or social development or social skills programmes.

In many cases, students with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress.

The College regularly reviews the quality of teaching for 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 SEN most frequently encountered.

SEN support should be developed through a four-part cycle, which helps build an understanding of a pupil's needs and how to support them. This is called the 'graduated approach', and replaces School Action and School Action Plus.

The four parts of the cycle are:

1. **Assess**
2. **Plan**
3. **Do**
4. **Review**

Assess

When deciding whether to make any special educational provision an assessment will take place which will involve the teachers, the SENDco, and the Student Support Centre Manager. It will also draw upon information on the students' progress alongside national data and expectations. For higher levels of need we will use a range of specialised assessments as well support from external agencies and professionals. Views of the child and their parents will also be taken into consideration.

Planning SEN support

The 2014 Code says that once it has been determined that a pupil requires SEN support, the teachers and SENCO will agree with the pupil and his or her parents on:

- The adjustments, interventions and support to be put in place
- The expected impact on the pupil's progress, development or behaviour
- A date for review

All teachers and support staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought for that pupil, the support that is being provided and the teaching strategies required. This information will be recorded on the school's information system (SIMs)

Do

The subject teacher will remain accountable and responsible for the child in their lessons. Even when interventions involve group or one-to-one teaching they will still retain this responsibility and assess the impact of interventions.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of any support provided along with views of the child and their parents should feed back into the analysis of the student's needs. The subject teachers will work with the SENCO to revise the support offered, taking into account the pupil's progress and development. Any changes to the support provided and outcomes sought will be decided in consultation with the pupil and his/her parents.

College request for a Statutory Assessment

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENCo will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

Education, Health and Care plan (EHC plan)

When the LA agrees that a child should be given an EHC plan they will be allocated a level of additional funding. This funding can be used by the College to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually with the parents; the student, the school and professionals involved invited to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan.

Supporting Students and Families

- Information on all the services the Local Authority can offer is available by using the following link: [Support in Cornwall](#)
- Torpoint Community College's SEN information Report can be found here: [TCC SEN Information Report](#)
- Admissions arrangements for all students including those with SEN can be found here: [Admissions](#)
- To ensure that all students are able to access exams and other assessments we regularly review the needs of the students for their eligibility for special consideration, which could include extra time and scribe and/or reader.

Supporting Students with Medical conditions

- The College recognises that students at College with medical conditions should be properly supported so that they have full access to education including College trips and physical education. Some children with medical conditions may be disabled and where this is the case the College will comply with duties under the Equality Act 2010.
- Some may also have SEN and may have a statement or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluating of SEND

The quality of provision of all students is monitored regularly and carefully. This is done through the careful analysis of data, regular parental surveys, the use of student voice consultations, governor visits, etc.

Roles and Responsibilities

The TCC SEN Governor is Sarah Clements

The TCC Learning Mentors (previously referred to as TAs) are line managed by the SENCO team which is made up of Becky Lear as SENCO, Sue Fowell as Assistant SENCO, Safeguarding Lead and SSC Manager, Jenni Howard as Assistant SENCO for Academic Progress and Intervention, Chris Pease, Assistant SENCO for Literacy and Numeracy Intervention, Jen Childs Assistant SENCO for Health and Wellbeing Intervention, Ben Loughran, Highly Able and Disability coordinator.

The Designated Safeguarding Leads are: Mrs Andrea Hazeldine – Headteacher, Mrs Sue Fowell – Student Support Centre Manager, Mrs Becky Lear – Assistant Headteacher,
The Designated Teacher for Children in Care/Looked-After Children is Ms Jen Childs, Assistant SENCO.

Storing and Managing SEN Information

All documents are stored in line with the school's policy on Information Management (this includes information on how long documents are stored, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

Reviewing the Policy

This policy will be reviewed annually.

Key Contacts

SENDCo:	Mrs Becky Lear
Student Support Centre Manager:	Mrs Sue Fowell
SEN Governor :	Mrs Sarah Clements

All of these are contactable via the College reception on 01752 812511.