



Inspiring Optimistic Learners

# Interim Special Educational Needs Policy

<b>Approved/Reviewed:</b> October 2013	<b>Next review due:</b> October 2014
<b>Governing Body Committee:</b> CCI	<b>CLT contact:</b> Neil Maslen
<b>Policy adopted by the Governing Body on:</b> 3 <sup>rd</sup> December 2013	

## **1. Aims and Objectives**

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and ensure that, where the head teacher or the appropriate governors has been informed by the Local Authority that a student has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the College are aware of the importance of identifying and providing for those students who have special educational needs.
- 1.3 The staff will ensure that students with special educational needs join in the activities of the College together with students who do not have special needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the College and the efficient use of resources.

## **2. Responsible Persons**

The Governor with specific responsibility for SEND is Mr Colin Parton. The SENDCO, co-ordinates the day to day provision within the Supportive Learning Department and the Student Support Manager, Mrs Sue Fowell, manages the Student Support Centre. The SENDCO and Student Support Manager report to Deputy Headteacher, Mr Neil Maslen, for care and guidance.

## **3. Admission and Inclusion**

- 3.1 All the teachers in the College are teachers of students with special educational needs. As such Torpoint Community College adopts a whole college approach to special educational needs which involves all the staff adhering to a model of good practice. College staff are committed to identifying and providing for the needs of all students in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The College operates an equal opportunities policy for students with special education needs who are afforded the same rights as other students. This includes both those students with statements of special educational needs and those others with less significant problems.

## **4. Specialist Provision**

Student Support Centre/Learning Support Centre.

### **4.1 Aims and Objectives**

The Student Support Centre and Learning Support Centre at Torpoint Community College are an integral part of the student support structure and the responsibility of the Headteacher and the Governing body.

Most students attending the Centres will remain registered as students of their mainstream classes, while some will register in the Centre.

Key Objectives:

- Emphasise the notion of inclusion.
- Provide short term support programmes tailored to meet the needs of the identified students.
- To minimise disruption caused by students with behavioural/emotional difficulties without the need for long term/permanent exclusion, and in so doing improve the learning environment for others.
- Provide an environment conducive to behaviour modification, working towards re-establishing a sense of value, belonging and partnership with the College.
- Maximise curriculum continuity and facilitate re-integration into mainstream classes and whole College activities for identified students.
- Improve the educational achievement of targeted individuals.
- Disseminate information or provide training opportunities, whereby strategies are developed and good practice highlighted which can impact the behaviour management throughout the College.
- Involve parents and relevant agencies to effect changes in behavioural responses.
- Work in partnership with the wider community and those agencies that can provide a resource to broaden the individuals' experiences, both socially, educationally and vocationally.

#### 4.2 The Learning Support Centre (Room 56)

The Learning Support Centre is managed by the SENDCO and has a team of Teaching Assistants who are experienced in caring and providing support both inside and outside the classroom. They liaise with specialist staff and teachers. They play a major role in providing a facility which enables subject materials to be simplified/differentiated to ensure all students are fully included within the College. Specialised teaching assistants support students with medical/sensory difficulties.

Some students need periods of extraction to work with specialist teachers/ mentors. The students work on specific programmes of study developed to meet their individual needs.

The Department informs staff about the individual needs of students through the Record of Need which details the specific needs of the students as well as providing them with strategies to support them most effectively during lessons. The Learning Support Centre is a facility open to all students on the Record of Need. Students can access the Centre when they require a supportive, safe and quiet environment. It is also a facility where students can be extracted to work independently or in a small group with the support of a teaching assistant or specialist teacher.

The Learning Support Centre is open during break times, lunchtimes and after College on a Monday, this is a time where they are able to socialise, get involved with arts and crafts and make new friends. Attached to the Learning Support Centre is homework club which takes place every lunchtime, this is fully supported by teaching assistants so students can receive support and guidance and also have access to resource materials.

Students supported by the Learning Support Centre include:

- Extracted for phonics or additional literacy/numeracy.
- Need a quiet environment in which to work.
- Access the IT facilities for homework or coursework.
- Are shy, withdrawn or anxious.
- Are victims of bullying.
- Have a disability.

#### 4.3 The Student Support Centre (Room 53)

The Student Support Centre is managed by the Student Support Manager and is staffed by a minimum of 2 teaching assistants at all times. Student Support is also the base for behavioural support within the College. Students access the centre for one to one or small group support for identified lessons.

Occasionally students will be placed on modified timetables which can also be linked to work related programmes or alternative pathways.

The Centre has a facility for supervising those students in internal exclusion. In addition the Student Support Centre is the base for the teaching of ASDAN. Students following the option choice have access to small group teaching or one to one support to complete their portfolio of work with full access to IT. ASDAN is led by Mrs Helen Wetton, HLTA; there are also 4 fully trained teaching assistants.

The centre is open to support students throughout the College day including break and lunchtimes and to supervise more challenging students on whole College detentions.

A multi-agency approach is key to fully supporting students with additional needs; regular meetings are held which also involve the House Leaders of Learning.

Students supported by Student Support Centre, include those who:

- have poor behaviour management skills;
- follow ASDAN/COPE programme of study;
- need extra support with their learning;
- find it difficult to accept sanctions;
- are aggressive, insolent and belligerent;
- have been internally excluded or isolated;
- have poor social and communication skills;
- lack self-esteem and confidence;
- find adjusting to new situations difficult;
- have difficult family or social circumstances;
- are long term absentees.

## **5. Access to the Curriculum**

- 5.1 The National Curriculum will be made available for all students. Where students have special education needs a graduated response will be adopted. The College will, in other than exceptional cases, make full use of classroom and College resources before drawing on external support.
- 5.2 The College will make provision for students with special education needs to match the nature of their individual needs and the class teacher and Student Support Manager will keep regular records of the students' special educational needs, the action taken and the outcomes.
- 5.3 There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.
- 5.4 The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach. ASDAN/COPE will be offered as an Option Choice for students in year 10. This is also used with identified students where there is a need to adapt the curriculum to meet their specific need.
- 5.5 Schemes of work for students, within classes and year groups, will reflect whole College approaches to teaching and learning and will take account of special educational needs.
- 5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

## **6. Providing the Graduated Response at “School Action” and “School Action Plus”**

The College offers a differentiated curriculum. The College will place the student at “School Action” or “School Action Plus” in line with College/Local Authority guidance criteria when a student fails to make progress and shows signs of difficulty in some of the following areas:

- acquiring literacy and numeracy;
- presenting persistent behaviour, emotional or social difficulties;
- has sensory or physical problems;
- communication or interaction difficulties.

‘School Action’ means that when a class or subject teacher identifies that a student has special educational needs, the teacher provides interventions that are additional to or different from those provided as part of the College’s usual differentiated curriculum and strategies offered.

As with ‘School Action’, the term ‘School Action Plus’ is defined in the Code of Practice “when the class or subject teacher and the SENDCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the student through School Action can be in put place”.

Strategies may involve providing support that is additional to and different from that normally available in a mainstream setting. The support may take the form of:

- Additional assessments.
- Making information available to all staff who teaches the student.
- Providing advice on classroom organisation and management.
- In-class support by teacher/teaching assistant.
- Withdrawal for individual/small group work.
- Home/College reading/work schemes.
- Behaviour modification programmes through tutors and HLOL.
- Use of specialist equipment.
- Alternative teaching strategies.
- Accessing outside agency advice.
- Specialist counselling.

The resources allocated to students (see 8) who have non-statemented special educational needs will be deployed to implement this support at School Action as outlined in the revised Code of Practice. Parents will be informed and students will be involved in decisions taken at this stage.

If a student does not make progress despite the College taking the action outlined, advice will be sought from the appropriate support services, an IEP/ISP/PSP will be drawn up and the student will be moved to “School Action Plus”.

## **7. Identification and Assessment**

Students are identified and placed on the Record of Need by:

- transitional reviews or advice on entry;
- lack of progress with reading/spelling/numeracy;
- sensory difficulties;
- behavioural/emotional/social difficulties;
- physical difficulties;
- or any student whose needs are additional and different to that of his/her peers.

Staff are informed about students through the Record of Need which is on the teacher shared area and through individual student data in SIMs. The Record of Need gives information about a student’s individual needs/access to support and additional provision.

7.1 If progress is still not achieved despite “School Action Plus”, the student may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special education needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

7.2 Identification of students with special education needs will be undertaken by all staff through the SENDCO and the appropriate records and CSA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests.

Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, students will be referred to the

SENDCO for diagnostic testing to construct a profile of the students' strengths and weaknesses.

7.3 The progress of students with special education needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Reviews will be held to coincide with College's internal target setting and academic monitoring system. Additionally, the progress of students with a Statement of Special Educational Needs will be reviewed annually, as required by legislation.

7.4 Detailed records will be kept of the students receiving extra teaching support. These will include:

- Dyslexia screening tests.
- Vernon spelling.
- NFER Reading tests.
- WRAT.
- External agency reports.
- Behaviour target records.
- Curricular targets.
- ARTi.
- CATs tests.

## **8. Resources**

Funds received are used for teaching hours, teaching assistants hours and appropriate specialist equipment.

The department received funds from the following:

- Funds are allocated to the whole College budget for students without a Statement of SEND.
- The Local Authority makes funds available to the College to support the students who are subject to Statements under the terms of the 1996 Education Act.
- The College supplements this funding with an allocation from the base College budget to meet and cover staffing, purchases of resources, photocopying and alternative curriculum training.

## **9. Liaison**

Parents will always be informed when an external agency becomes involved with their child. (See also 11).

9.1 Regular liaison is maintained with the following external agencies for students at “Action Plus” and students with Statements of Special Educational Needs (as applicable):

- Multi agency meetings
- Multi agency inclusion meetings
- CAF/TAC
- Transitional meetings
- Child in Need meetings
- Education Welfare Officer meetings
- SEND Support Services
- Children Young People and Families
- School Medical Officer
- Learning Disabilities Service
- CAMHS
- Social Care
- Audiology Service
- Service for the Visually Impaired
- Health Service
- Education Welfare Service
- Careers South West
- CSSS
- Children in Care Team
- Special Education Section
- Parent Partnership Service
- Youth Offending Team/Compass
- Learning Disabilities Service
- Youth Service
- Behaviour Support Service
- Communications Advisory Service
- Caradon Integrated Youth Programme
- SHARE Counselling Service
- Dreadnought
- Penhaligon’s Friends
- Relate
- Hamoaze House
- Jumpstart
- TST
- Educational Psychologist
- Brook
- Mountwise Youth Project
- Targeting Youth Service

9.2 The College has links to feeder schools and liaison is maintained particularly with regard to transition issues. Departmental members of staff will attend Transition Reviews at feeder school level. Open days are organised so that students and parents can visit the department.

9.3 Specialist staff from the department attends departmental, curriculum management, CLT and pastoral meetings. Regular Student Reviews are held involving a range of external agencies. Team meetings are held regularly.



## **10. Arrangements for the Treatment of Complaints**

The procedure for managing complaints is:

The SENDCO/Student Support Manager will deal with any complaints about the special educational provision for students with Statements and special educational needs. Contact can be made through the Headteacher, Deputy Headteacher, relevant House Leader, student's tutor or subject teacher. If contacted directly the SENDCO/Student Support Manager or specialist staff will inform/liase with the relevant subject teachers. Meetings with parents will be arranged accordingly.

Parents may use the official Complaints Procedure detailed in the College's Policy document. A detailed copy is available on request from the College office. Parents may use the Local Authority formal complaints procedure at any time. The Headteacher will be informed of any complaints.

## **11. Staff Development**

- 11.1 In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the Staff Development Plan.

## **12. Working with Parents**

- 12.1 The College will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with students who have special education needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 12.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the College will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service and other supporting agencies.
- 12.3 As mentioned in 9 above, parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

## **13. Student Participation**

The College will work to ensure that students are fully aware of their individual needs. Steps will be taken to involve students in decisions, which are taken regarding their education.

The department seeks to actively involve the student during the review process either by canvassing their views and or encouraging attendance at the review meeting.

## **14. Evaluating Success**

- 14.1 The College policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets set within the curriculum and targets outlined in the students' IEP, progress review and/or annual review.

In addition evidence will be gathered regarding:

- Staff awareness of individual student need;
- Success of the identification process at an early stage;
- Academic progress of students with special educational needs;
- Improved behaviour of the students, where this is appropriate;
- Student attendance;
- Number of exclusions;
- Number of students supported by the funding allocation for non-statemented special educational needs;
- Consultation with parents/carers;
- Number of students moving between stages;
- Student awareness of their targets and achievements;
- Examination/Other results;
- Destination data;
- Student participation.