



DE LISLE COLLEGE

A Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi Academy Trust.

SEND Annual Information Report 2023/2024

Written by: K Chambers

Reviewed and agreed by Governing Body:

Next review: March 2024

This policy links to other colleges policies as it informs SEND practice.

<h1><u>De Lisle College</u></h1>	<p>De Lisle College is a Mainstream Secondary Catholic Comprehensive School. De lisle educates children within a mainstream setting whilst meeting their Special Educational Needs or Disabilities as outlined below;</p>
<p>Questions</p>	<p>School Response</p>
<p>How does De Lisle College know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?</p>	<p>Quality first teaching is a priority here at De Lisle, this allows all students to access a challenging and varied curriculum that caters for their needs, with a strong role model and expert in each subject area delivering high quality lessons. This provides all students with the support required in all lessons allowing them to reach their full potential.</p> <p>The progress of all students is monitored regularly through class assessment by subject teachers, Heads of Departments and the Senior Leadership team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.</p> <p>Teachers will liaise with Mrs Chambers (SENCO) if they are concerned about a student and feel they require extra support in or outside of the classroom.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the Form Tutor to discuss their concerns or alternatively they can speak to our Special Educational Needs Coordinator (SENCO) Mrs K Chambers</p>
<p>How will De Lisle College staff support my child?</p>	<p>When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a meeting at the school with the SENCO to discuss a plan of support.</p> <p>Additional needs can be identified in a number of ways;</p> <ul style="list-style-type: none"> - Lucid testing/GL Assessments - Transitional information / KS2 data - Classroom subject attainment/ability/behaviour/ assessments - Formalised testing <p>The individual provision plan will detail what kind of provision is in place, what outcome are expected, who is providing it and for how long. As well as support for the young person, their likes, dislikes, subject information and interventions attended are highlighted on the plan to give all teachers and support staff as much information as possible.</p> <p>Our School Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions. Prep time has been introduced at the end of the school day, this allows students to be in form time for 40 minutes each day to complete homework, revision or focused</p>

	<p>activities including collective worship. This has resulted in various interventions being run in learning support for students to attend, these include Touch typing, Sparx Maths, Literacy support, Direct Instruction Maths, Accelerated reading partnership, Lexia program and many more.</p> <p>We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting through half termly assessments and monitoring the impact of interventions. Students with EHC plans will have an annual review to discuss previous targets, the academic year and set new targets that are challenging yet appropriate to the individual, all discussed and agreed between the SENCO, parents, the student and any relevant outside agencies.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENCO on the progress of students with SEND and 3 termly meetings will be completed throughout each academic year highlighting key successes and areas to focus on in the future.</p>
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<p>How will the curriculum be matched to my child's needs?</p>	<p>All teachers are provided with information on the needs of individual pupils, this is found on Arbor, A child's individual file or students information booklet/student profile. This provides staff with SEND information, positive strategies that should be enforced and generic data that aid the teacher when delivering lessons.</p> <p>Staff are provided with specific teacher support sheets for various needs, these provide the teacher with information on all needs and how best to support students in the classroom.</p> <p>If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary as well as repeating key terminology within the classroom to support their needs allowing them to learn and progress.</p>
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<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Arbor is an online platform that updates immediately with information including attendance, behaviour, attainment and subject targets so this can be monitored throughout their time here at De Lisle. Go4schools is used to monitor academic progress and current & target grades.</p> <p>Parents/carers are always welcome to communicate with school and this is encouraged if there are any changes or concerns relating to the child's needs. This is an opportunity for you to express your concerns and highlight intended outcomes. Future action will be set and put in place so the child can progress and be supported in the most appropriate and effective way.</p> <p>At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even more.</p>
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	<p>Specialists are available at meetings to share ideas and think strategically moving forward for the child. Mrs Chambers (SENCO) will also be present at parent's evenings and information evenings to provide advice and support.</p> <p>Training is provided for all staff each half term on a specific need to inform and remind staff about certain SEND needs and how they can support students within the classroom most effectively.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Pastoral care is at the forefront of everything we do at De Lisle, our pastoral system allows for constant communication and monitoring of students well being and offers a wide range of support. Students social and emotional development is supported through the curriculum and especially the Professional Development program.</p> <p>Students with identified SEND are mentored regularly by members of the SEN team. SEND students are invited to come to a Safe SEND space at break and lunchtimes if we feel this will benefit the child especially our new sensory rooms allowing students a silent space.</p> <p>We also have various outside agencies who work with the college alongside our well trained and experienced staff to provide social and emotional support for students. This varies from counselling, specialist agencies, positive thinking coaching, School nurse and internal pastoral support.</p> <p>Attendance is closely monitored on a daily basis and monitored through regular meetings with Heads of Year and SEND team.</p> <p>De lisle College operates a firm and consistent Behaviour for Learning Policy which allow students to feel supported and safe.</p> <p>Support is offered through pastoral support, learning support, the form tutor and SENCO.</p>
<p>What specialist services and expertise are available at or</p>	<p>Specialist services include Access arrangements, both testing and authorisation for exams, Maths and English intervention and reading specialist programmes which support students. These allow students to be recognised, assessment and arrangements made to support them in the classroom and during exams and assessments. We also have a well-being coach who works full time at the college supporting students with poor motivation, low self-esteem and anxiety.</p>

<p>accessed by De Lisle College?</p>	<p>External advisors come to De lisle to work alongside the SEND team these currently include</p> <ul style="list-style-type: none"> - Speech Language and Learning Support Advisory Teacher - Educational Psychologist - Hearing Impaired Advisory Teacher - Visually Impaired Advisory - Autism Outreach Service - Referrals to CAMHS (Child and Adolescent Mental Health Service) & Adult mental health centre - ADHD Nurse Advisor / ADHD solutions - School Nurse - Family well being services - Occupational Health Nurses <p>Our Educational Psychologist offers assessments authorised through Mrs Chambers (SENCO) if she feels a student is struggling and needs extra support, this can be a whole range of SEND needs from Dyslexia, processing and Autism.</p>
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>All staff are trained in supporting students with SEND needs. This is part of our college CPD programme and offers staff knowledge of all SEND needs as well as reminders of how to cater for such in the classroom, Mrs Chambers will also share good practice for specific students so they are supported fully in the classroom.</p> <p>Teaching assistants benefit from regular training meetings held by the SENCO, these meetings take place on a Monday afternoon. During these meetings specific needs are discussed and updates on SEND needs are shared with the team.</p> <p>Strategic planning takes place as well as new and relevant training. Staff also highlight students who need support and review individuals who are on a care plan or have an EHC plan.</p> <p>All TA's are trained in classroom support for students with SEND and updated on regular new initiatives.</p> <p>All staff are level 1 Autism trained. 8 Staff are level 2 Autism trained 3 staff have completed positive handling training 1 member of staff is qualified in testing for Access arrangements – Processing, reading, writing speed and comprehension.</p> <p>Mrs Chambers also provides training for all staff each half term, this can vary from Dyslexia advice, visual impairment support or an Autism update. Staff will be given verbal, visual and written support for them to use in the classroom to support learners.</p>

<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>All students are invited and encouraged to attend activities and school trips; these can involve support from a TA, or additional member of staff if required.</p> <p>Parents with additional concerns may be invited in to discuss this with staff and other professionals. Action plans for the trip and an individual Risk Assessment may also be written with the parent's support to make sure the child is safe and can access all areas of the trip/activity.</p>
<p>How accessible is the Catholic College environment?</p>	<p>There are ground floor toilets that are accessible for wheel chairs</p> <p>All correspondence is conducted in English. Where possible staff are used to translate documents or communicate in meetings.</p> <p>SEND students may be offered a laptop to work on if this is appropriate in supporting the young person. The department also has a bank of reading pens and offer training in using these.</p> <p>A Personal Emergency Evacuation plan (PEEP) is complete if a student has experienced an injury or has a health condition to make sure they are fully supported and cared for.</p>

<p>How will De Lisle College prepare and support my child to join the school, transition to the college or the next stage of education and life?</p>	<p>The transition process is very thorough, Gill Hamilton organises all communication with Primary schools, both feeder and non-feeder (Within or out of the CMAT) K Chambers and Head of Year Mr Ciaran Kell will attend all visits to meet the children and discuss educational and social aspects with the year 6 teacher and primary SENCO. The information is collated and used to support student's transition.</p> <p>K Chambers (SENCO) is available at the welcome evening, via email and phone in the lead up to the transition days.</p> <p>SEND students are fully supported throughout the transition days in July and are offered an additional morning to allow them to feel integrated into the college and ready for their induction days. These will be dependent on need, either in small groups, or on an individual basis.</p> <p>SEND students benefit from a key worker, who will be provided for them as a member of staff who will support them throughout their De Lisle Journey. This is stated on their student plan.</p>
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<p>How are the De Lisle College's resources allocated and matched to children's special educational needs or disabilities?</p>	<p>Students are offered TA support at a level reflective of their needs based on their progress. A tailored package of support is carefully matched to students needs as they evolve. This can include social support, TA support in lessons, small group withdrawal, one-to-one withdrawal and IT support.</p> <p>Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example where a child is not making sufficient progress the Tutor, Head of Year, TA's and SENCO may feedback and make amendments to the provision as appropriate.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Information from previous schools is collated and analysed to form an educated process on what support is needed and put in place. This will include academic testing at Primary school, teacher information and scrutiny of the students file.</p> <p>Assessments are made regularly through monitoring tests (Lucid, Reading and Writing tests, Dyslexia Screening and processing tests) to assess impact of interventions resulting in students receiving as much support as viably possible.</p>
<p>How are parents involved in the school? How can I be involved?</p>	<p>Parents are invited to be part of our parent forum, there are 3 meetings throughout the year where different topics and discussions will take place as well as a chance to ask any questions. This is a good platform to communicate and voice any positive actions and or concerns.</p> <p>Parents can also attend parent's evenings, welcome evening and open evening at different points in the year where staff including the SENCO will be present to answer any questions and offer support.</p> <p>All staff are available via email or phone call and are happy to help with any query.</p>

Useful Contacts

Admissions – Gill Hamilton – gill.hamilton@delisle.leics.sch.uk

SENCO – Katy Chambers – katy.chambers@delisle.leics.sch.uk

SECTION 1: Introduction

Special Educational needs (SEN) code of practice is about a greater focus for all children and young people who have a learning need or disability. Support is given through a variety of concepts and methods which will support the child and their learning.

An EHC plan will provide the same statutory protection to children and young people as the previous Statement of SEN; in addition, it will focus on the individual's outcomes and include a commitment from all parties to provide their services.

SECTION 1.1 Changes from the SEND Code of Practice

The main changes from the SEND Code of Practice (2001) are:

- The Code of Practice (2015) covers 0 -25 age range and includes guidance relating to disabled children and young people as well as those with SEND
- There is a clear focus on the participation of children and young people and Parents/carers in decision making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing the local offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0 – 25 Education, Health and Care plan (EHCP) replace statements
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood The revision of this policy reflects the changes brought about by these changes.

SECTION 2: POLICY STATEMENT (Objectives, Definitions and Aims)

2.1 Objectives Improving outcomes – high aspirations and expectations for children with SEND

'All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood, whether into employment, further or higher education or training'.

- All students are valued equally and are given the opportunity to achieve their full potential.
- Every learner is entitled to a curriculum that is rich and varied, challenging and inspiring which enables the individual to fulfil his or her potential.
- Resources, skills, organisation and attitudes are all important in meeting students' special educational needs.
- The college Policy for SEND will be implemented within the context and spirit of the relevance of the college.
- Students with special educational needs/disability and their Parents/Carers will receive prompt coordinated and positive action, which will address the needs of the student as a whole.

2.2 Definitions

Special Educational Needs and/or disability

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SECTION 3 Disabled children and young people

Communication and interaction

- Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have a difficulty in understanding what is being said to them or they do not understand or use social rules of communication.
- Students with Autistic Spectrum Disorders (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs

- Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities we provide, such as visual impairment (VI), hearing impairment (HI), will require specialist support and/or equipment to access their learning.
- Some students with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

Incontinence in children is treated privately and support is given to any students with this medicated issue.

2.3 Aims- The College promotes a fundamental belief in the equality of opportunity in the classroom, access to the curriculum and high quality teaching.

The College aims:

- To offer a rich and varied curriculum, based on the premise that all students have, individual, educational needs.

- To identify students with special educational needs, physically, socially, emotionally or intellectually at the earliest opportunity.
- To collect relevant information and to consult with Parents/carers and students in assessing the student's needs and formulating the programme of learning.
- To encourage communication and co-operation between all concerned.
- To ensure that those who need to know about a student's special needs do so, but, otherwise retain confidentiality
- To provide a differentiated curriculum which meets the needs of the individual

ROLES AND RESPONSIBILITIES 3.1

The governors, in conjunction with the Head Teacher, determines the College policy and approach to provision for students with special educational needs/disability, establishes the appropriate staffing and funding arrangements and maintains general oversight of the work of the college.

- have regard to the Code of Practice when carrying out its duties toward all students with special educational needs
- use its best efforts to ensure that the necessary provision is made for any student who has special educational needs
- ensure that the teachers within the College are aware of the importance of identifying and providing for those students who have special educational needs
- ensure that the student joins in the activities that the college offers, together with students who do not have special educational needs, in so far that it is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students at the college and the efficient use of resources
- ensure that details on the arrangements for students with special educational needs will be included in the College prospectus

In commenting on the implementation of the policy reference will be made which demonstrate the effectiveness of the systems of the college for:

- Identification
- Assessment
- Provision
- Monitoring and record-keeping
- Use of outside support services and agencies

3.2 Governors (SEND Focus)

The Governors, Head Teacher and the SENCO will liaise at least termly and will ensure that special educational needs are an integral part of the College Improvement plan, reviewing procedures and planning for further development.

3.3 The Head Teacher

At the same time, the Head Teacher will liaise with the SLT link to SEN, SENCO, Curriculum Leaders, Heads of House and teaching staff.

3.4 Special Educational Needs and Disability Coordinator

The Special Educational Needs Coordinator for the College is referred to as the SENCO. The SENCO's role is to underpin the work of all areas of study. However, every member of staff is responsible for the identification, assessment and teaching of students of all ability levels.

- advising Curriculum Leaders, Heads of House, Form Tutors and teaching staff in an effort to ensure that curriculum and lesson planning meets the needs of students of all levels of ability
- being responsible for informing staff of the special needs of students as they enter the College, in order to ensure adequate and appropriate preparations are made for their transition and induction
- chairing annual reviews for students with Statements of SEND/EHCP
- assessing students for special arrangements for examination at the start of Year 10. This information will be shared with all staff to assist in planning teaching and learning activities.
- taking full responsibility for monitoring the progress of those students with Statements of Special Educational Needs/EHCP and carrying out the annual reviews of their statements/EHCP
- liaising with external agencies including the Educational Psychologist, AOT and CAMHS
- overseeing the provision of support for students with the greatest need

3.5 All Teaching and Non-Teaching Staff

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. The campus will use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision will be underpinned by high quality teaching and will be compromised by anything less.

All teaching and educational support staff:

- are responsible for identifying, assessing and making provision for students with special educational needs/disability
- will refer to the current policy and procedures (Staff Shared Drive and Website) for identification, assessment of, and provision for, students with special educational needs

SECTION 4 IDENTIFICATION, ASSESSMENT AND PROVISION

Differentiation of learning activities within the classroom will be a key aspect in meeting the learning needs of all students. Access to high quality teaching and support is of paramount importance.

De Lisle college does not automatically assume that the student's learning difficulties always result solely, or even mainly, from their own problems.

The importance of early identification, assessment and provision for any child who may have special needs cannot be overemphasised. The earlier the action is taken, the more responsive the child is likely to be, and the more readily intervention can occur without undue disruption to the organisation of the school day. Assessment should not be regarded as a single event but rather as a continuing process.

Students on entry to the College will vary considerably with regard to their overall potential and attainment. The aim of the College must be to enable every individual to achieve her/his full potential and meet their agreed outcomes. Students and Parents/Carers should expect equality of opportunity and access to the curriculum, but this does not mean that students must all be treated in exactly the same manner. The College will give special help to the less able, show a proper concern for the average and above, and at the same time cater for the gifted and talented.

All students must be given the opportunity to succeed in as many activities as possible. All students should be able to demonstrate and extend their talents in a range of disciplines including sport, culture, music and academic subjects. On entry to the College, students will be placed in mixed ability form Tutor Groups, and students with learning difficulties will be encouraged to be fully involved in all school activities.

Academic setting arrangements in some subjects will take into account the following:

- information received from the primary schools related to students' achievements and potential, including National Curriculum Key Stage 2 Tests and Teacher Assessments
- results of online assessments such as LUCID Exact
- results of assessments carried out by faculty areas
- recommendations of teaching staff

The College believes that each individual student should have opportunities to develop at the level and pace appropriate to their need.

It must be stressed that the progress of each student will be continuously reviewed and movements between sets will be made when appropriate. A key feature of these setting arrangements is the motivation of students.

The College acknowledges that research indicates a major contribution to student progress and achievement is the expectation of the teacher. Teachers may underestimate the ability of students and fail to realise that some are 'late developers'. It is vital, therefore, that the College is aware of this danger and it is the duty of the College to identify potential, encourage achievement and set aspirational targets.

4.2 Identification and Assessment - A whole college approach is not appropriate, for one individual (i.e. the SENCO) to be responsible for the identification and assessment of students' needs, plus the provision of resources. It is therefore the responsibility of the classroom teacher to provide a suitable differentiated curriculum for students on the college SEND record. Monitoring of student progress will be on-going.

Initial concern about whether a student has a learning difficulty may arise because:

- a student expresses a concern
- a parent expresses a concern
- a classroom teacher expresses a concern
- a form tutor or Head of Year expresses a concern
- advice from an outside agency expresses a concern/provides a diagnosis

The process of assessing and providing help for students with special educational needs, encourages early identification, involves Parents/Carers and students actively at all stages and encourages communication and co-operation between those involved, i.e. students,

Parents/Carers, teachers and specialist support staff of the local authority and other agencies. The process is divided into two stages:

- SEND support (School Action Plus)
- ECH plans (previously Statements of SEN)

Where a student is identified as having SEND, the campus will take action to remove barriers to learning and put effective SEND provision in place.

Assess

The subject teacher working with the SENCO will investigate the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the College's core approach to student progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of Parents/Carers, the student's own views and if relevant, advice from external support services. The assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact measured.

Plan

Provide a student with support, Parents/Carers will be notified. Parents/Carers, SENCO, teacher and student will agree any interventions and/or support to be put in place, as well as expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This be communicated to all stakeholders.

Do

The subject teacher will remain responsible for working with the student if the intervention is part of their planned lesson. Where interventions involve group or one to one teaching away from the main class, they will still retain responsibility for the student. Teachers will work closely with Learning Support Assistants or Teaching Assistants (LSAs or TAs) and SENCO to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Similarly, the small steps progress will be monitored by the SENCO if delivered as a specialised lesson.

Review

The effectiveness of support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated along with the views of the student, staff and their Parents/Carers. This will feedback into the analysis of the student's needs. Teachers working with the SENCO, will revise the support in the light of the student's progress, deciding on any changes to the support and the outcomes in consultation with the student and their Parents/Carers.

Parents/Carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

If a student has an EHCP or Support plan they will be reviewed each term.

Transition

To support this transition, the college will share information with the next setting the student is moving to. It will be agreed with Parents/Carers and the student that the relevant information will be shared as part of the planning process. Where the student is remaining at college for P16 provision, this planning and preparation will include consideration of how to provide a high quality study programme.

If a statutory assessment is deemed necessary, the College will state clearly the reason for referral and submit the following material:

- the recorded views of parent/carers and, students, on the earlier stages of assessment and any action and support to date
- evidence of health checks (relevant information or medical advice)
- evidence relating to possible Children's Social Care involvement
- evidence of the involvement and views of professionals with relevant specialist knowledge and expertise, outside the normal competence of the College

The SENCO will take the lead role, working relevant pastoral and teaching staff. They will be responsible for:

- maintaining all records which may be required
- keeping the Head Teacher informed
- ensuring that the student and her/his Parents/Carers are consulted and supported
- working with the outside specialists to monitor and review the student's progress supporting the application to the local authority
- liaising with the Educational Psychologist and other appropriate agencies

4.3 Students with a Statement of Special Educational Need/Education, Health and Care plan

Following the assessment by the Educational Psychologist as outlined above, the local authority will consider the need for an Education, Health and Care plan and if appropriate, make an EHC plan and arrange, monitor and review provision. There will be an Annual Review meeting, chaired by the SENCO and attended by all parties concerned including the Educational Psychologist, who is normally the local authority's representative. There will also be half-termly progress and intervention reviews by teachers, curriculum leaders and SENCO to ensure students with SEND make progress in line with their peers.

SECTION 5 EHC needs and assessment

The EHCP itself will be a collaborative document developed by Parents/Carers, young people and professionals working to achieve an agreed plan that will focus on outcomes that the young person wants to achieve and the support that be implemented in order to achieve the agreed outcomes. Young people who may require an EHCP will have complex needs, which require complex arrangements. However, most young people with SEND will find that they do not need an EHCP as they can access all the support they need on the campus and/ or through the information for Parents/Carers document and the Local Authorities' Local Offer.

5.1 Advice and information

A designated SENA officer would initiate a formal assessment generally on the advice of the Educational Psychologist.

- the student is working at a level significantly below that of his or her peers in any of the core subjects
- there is evidence that the student is falling behind the majority of students of his or her age in academic attainment in any core subjects, as measured by standardised tests and teachers' own recorded assessments of a student's classwork, including any portfolio of a student's work
- there is any evidence of impaired social interaction or communication or a significantly restricted repertoire of activities, interests and imaginative development
- there is evidence of significant problems in a student's home or family circumstances or in her/his school attendance record
- there is evidence of significant emotional, social or mental health difficulties as indicated by clear recorded examples of withdrawn behaviour, a marked and persistent inability to concentrate, difficulties in establishing and maintaining balanced relationships with students or adults, and any other evidence of a significant delay in the development of life and social skills
- there is evidence of contributory or remediable medical problems
- there is evidence of assessment or interventions by child health and Children's Social Care. Information from such areas will be important in the case of students with severe or profound and multiple difficulties

6. ASSESSING AND MEETING THE STUDENT'S SPECIAL EDUCATIONAL NEEDS

6.1 Testing

Curriculum Leaders and Form Tutors are charged with the responsibility of monitoring the progress of the individual and termly reports, and raising any concerns which may be expressed by staff or Parents/Carers.

Assessments administered by the Campus could be selected from:

- LUCID Exact/Rapid/GL English and Maths assessment
- GL Dyslexia screener
- GL Dyscalculia screener
- Teacher assessments
- The SEND Record
- CTOPP 2
- WRAT 4 Single Word Reading
- WRAT Expanded
- The DASH – Detailed Assessment of Speed of Handwriting
- Word and Letter chains
- Other appropriate assessments

SECTION 7. IMPROVING OUTCOMES

7.1 The Triggers for Intervention

The triggers for intervention should be the teachers' or others' concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, continues to underachieve.

The progress of students is monitored very closely by subject teachers, tutors and the SENCOs; students who are not making the expected level of progress are identified quickly in order for the most effective intervention to be put into place. Initial identification is often raised through the school's rigorous assessment cycle and termly data tracking. However, the staff may also raise concerns if students:

- Have fallen behind expected levels
- Are not making sufficient progress
- Are not behind but are under performing in line with expectations for that student
- Are not behind but are reluctant to engage in lessons

Concerns are discussed at department meetings and the SENCOs are informed. Learning support intervention will then be put into place, a plan of action drawn up and Parents/Carers contacted to ensure a holistic approach to supporting the students.

When a need is identified the student will be assessed. This could involve:

- Classroom observations and interventions
- Gathering of information from all staff, Parents/Carers and students
- Data collection
- Formal and informal assessment where appropriate

7.2 College Actions

An appropriate level of support will be sought from within the College resources or other agencies e.g. Special Needs Support Service, SEND Advisory Service, Children's Social Care, Health Visitor, Speech Therapist, Physiotherapist, School Nurse, Educational Psychologist.

If a student continues to make little or no progress in specific areas over a long period, it may be necessary for an application to be made to the local authority on behalf of the student to consider providing funding or additional resources – SEND Support.

Review and monitoring will be implemented as part of an on-going process and will take place at least three times a year.

The SENCO will ensure that further curriculum-based assessment is carried out to draw up a more detailed and intensive learning programme for the student. Extensive planning will be required to differentiate the curriculum into finer, more easily achievable steps.

Structured observational assessment of the student's behaviour, to inform the planning of a more detailed behaviour management programme, should include the use of appropriate rewards and sanctions.

The SENCO will convene interviews with students, where appropriate, to gain their involvement in setting their learning targets and completing their Learning Passport. The SENCO will arrange a meeting with the Parents/Carers and their child to discuss information collected to date, seek their

views and agree appropriate action. Where possible, Parents/Carers should be encouraged to contribute to the programme of their child.

The SENCO will maintain records of the meetings. They will include a clear summary of the student's needs and the special arrangements/provisions required to meet them.

Frequent meetings involving link staff and relevant teaching staff will be required to plan, implement and monitor the progress of the student.

A Learning Passport will be developed for the student, with the student central to the process. This passport will outline the aspirations of the student, the desired outcomes, advice and strategies to support their access to teaching and learning.

7.3 Information required

The SENCO will review all information gathered by the College, in respect of those on the record.

SECTION 8. RESOURCING SPECIAL NEEDS

Special educational needs provision is almost wholly resourced from within the College's Annual Grant. A small number of students with Statements/EHC Plans attract funding from the local authority in order to enable the Campus to meet their specific needs.

The trustees are committed to ensuring that the requirements of students with special educational needs are wherever possible fully funded. Accordingly additional financial resources are allocated to:

- fund those students who do not have a Statement/EHCP but clearly require some individual help
- fund Learning Support Assistants (LSAs)
- fund HLTAs
- fund support from external providers

All other special educational support is provided through:

- support time awarded to the SENCO who is available to work alongside teaching staff for a proportion of the week or withdraw students for individual or small group work
- voluntary helpers e.g. Parents/Carers, Post 16 students assisting with literacy/numeracy support programmes.

Students with special educational needs (where appropriate) have access to:

- literacy/numeracy programmes
- specialist literacy schemes – Fresh Start, AcceleRead/AcceleWrite, Star Reader, Go 4 Reading

9.1 Review Focus

The review should focus on:

- progress made by the student
- updated information and advice
- future action

9.2 Outcome of the Review The outcome of the review may be:

The student no longer needs special support:

- If the student's progress continues to be good and long term targets have been met the SENCO may decide to remove the student from the SEND Record.

The student needs more intense SEND Support with additional funding from the LA

- Where progress against the targets set has not been satisfactory the SENCO may decide to call upon the expertise of other agencies, inviting them to work with the student for a period of time
- Parents/carers should be invited to contribute and informed of the outcome. It is particularly important to talk with Parents/Carers in person if the College is considering such support.

SECTION 10. EXAMINATION PAPERS

With particular reference to internal examinations, the SENCO will work closely with the College Examinations Officer in order to ensure appropriate differentiation and presentation are offered by test papers. The SENCO may advise the link staff about the suitability of the examination paper, and even suggest changes that should be made.

As far as external examinations are concerned a number of procedures are available to help students with special difficulties in the examination room. These include the provision of extra time, enlarged scripts, and the provision of a reader through specialist invigilators or electronic readers as appropriate.

SECTION 11. CRITERIA FOR MONITORING THE SUCCESS OF THE SEND POLICY

In such an important and sensitive area, the College should monitor the effectiveness of its SEND policy. The following criteria would underpin the monitoring:

- reviews show that the student is achieving their targets
- students enjoy a high level of self-esteem
- positive parental feedback
- statistical analysis e.g. achievements of students with special educational needs who achieve GCSE grades 9 - 4, make good and outstanding progress and achieve good outcomes
- smooth transfer through the Key Stages
- staff feel more confident in managing individual needs

SECTION 12. ARRANGEMENTS FOR SEND IN-SERVICE TRAINING (INSET)

- In-service training of all staff in relation to special educational needs will remain a priority for the College Improvement Plan and the staff CPD plan
- The staff training budget will be used to fund the ongoing training needs of the SENCO, Curriculum Leaders, link staff and subject teachers
- Every member of staff will be made aware of the College Special Educational Needs Policy and Procedure, and will be encouraged to view this handbook as a working document

- Staff joining the College will be introduced to the SEND Policy during their initial two days of induction, which is normally scheduled for July each year

SECTION 13. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEND PROVISION

The arrangements for dealing with complaints from Parents/Carers about SEND provision are:

- initial contact should be made with the Form Tutor or Head of Year
- the Head of Year/Form Tutor will pass on concerns to the Head Teacher/SENCO
- if Parents/Carers are still not satisfied with the outcome of their complaint, they have the right to complain to the College Trustees. The Designated trustee will present any complaints at the next meeting of the Student Well-being/Teaching and Learning Committees.
- if the Parents/Carers are still not satisfied they may appeal to the Secretary of State for Children, Schools and Families

SECTION 14. MONITORING AND REVIEW OF POLICY AND PROCEDURE

The SENCO will report on the Policy and Procedure to the Head Teacher as appropriate.

The Head Teacher will report to the Trustees' Student Well-being Committee on any relevant aspects of the working of the Policy and Procedure as appropriate.

The trustees will review the Policy and Guidance at least every year.