Special Educational Needs

Approved by Governors: Autumn 2019
Review Date: Autumn 2020
Person Responsible: Headteacher
1. Definition of Special Educational Needs (SEN)

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEN policy details how Sedgefield Community College will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those are made known to all who are likely to teach them. The school will do its best to ensure that teachers in the school are able to identify and provide for those pupils who have SEN. The school will do its best to allow pupils with SEN to join in the activities within the school with pupils who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Code of Practice when carrying out its duties toward all pupils with SEN and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

2. Principles

As stated in the SEND Code of Practice 2015:

‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training’

At Sedgefield Community College we are committed to the equal inclusion of all pupils in all areas of college life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs (SEN). We recognise that all pupils are entitled to a quality of provision which will enable them to achieve their potential and enjoy well-being as enshrined in the

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outcomes of ‘Every Child Matters’ (be healthy; be safe; enjoy and achieve; make a positive contribution and achieve economic well-being).

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEN pupils.

3. Objectives
The aims of the SEN Policy marry with the whole aims and ethos of Sedgefield Community College. The core purpose of the SEN team is to ensure that all children with SEN receive the appropriate support which empowers them to achieve their potential as individual learners. In order to meet the individual needs of every pupil we need to continue to achieve the following:

- Regard SEN as a whole College issue directly related to curriculum, teaching and learning and raising achievement.
- Adopt a range of teaching and learning styles across all curriculum areas.
- Work in partnership with pupils, parents, teachers, governors, partner agencies and outside agencies.
- Develop effective communications within school, with parents, with partner and with outside agencies.
- Follow a system of monitoring, target setting and reviewing progress that meets the needs of the individual learner and follows national and local guidelines.
- Ensure that learning experiences and the monitoring of progress and achievement is pupil centred.
- Allow pupils with special educational needs and disabilities to fully partake in all school activities (so far as is reasonably practical and compatible with the child).
- Ensure that all pupils with SEN reach their full potential, make progress and achieve at the highest possible level for their ability.
- Provide an appropriate curriculum (including life skills and social skills as appropriate).
- Ensure that transfer to Sedgefield Community College is a smooth process which reassures children and their families.
- Ensure that post 16 transfer is appropriate to the needs of the young person and ensures continued education and or training.
- Offer regular Staff inset.
- Provide a well-resourced SEN Department that can effectively support pupils and their teachers.
- Liaise regularly with Year Managers to review the progress of SEN pupils.
- Record the names of vulnerable pupils on the College’s SEN Register and regularly review this register.
- Issue support plans for those pupils with EHCPs and other vulnerable children as identified on the SEN register.
- Make appropriate provision for those pupils whose needs are greatest.
- Support the College’s literacy and numeracy policies in line with the KS3 national strategy.
- Ensure that strategic and proactive intervention is in place via effective liaison with SEN Team.

4. Roles and Responsibilities.

The Governors’ role
The Governing body will do its best to ensure that the necessary provision is made for any child who has SEN. The name of the governor with specific responsibility for SEN is Mel Carr and he liaises between the Governing body and the school on all matters related to SEN, ensuring that the Governing body plays an active part in developing and monitoring the school’s SEN policy.

The SENCO’s role

The name of the school’s Special Educational Co-ordinator (SENCO) is Mrs Amy McGowan. The following responsibilities will be undertaken by the SENCo:

- Liaise with Year Leaders to ensure effective provision for pupils with SEN
- Maintain and review the SEN register
- Maintain and review the support plans of SEN, pupils including the setting of appropriate learning targets
- Manage the SEN areas of the College
- Lead and manage the work of the learning support team
- Co-ordinate appropriate additional support for identified pupils
- Co-ordinate and oversee the examination arrangements for pupils with SEN
- Liaise with outside agencies and support networks as appropriate
- Manage the SEN reviews of identified pupils
- Identify and adopt teaching and learning strategies effective for the needs of pupils with SEN
- Liaise with Subject Leaders to ensure that teaching and learning strategies across the College meet the needs of pupils with SEN
- Monitor the Yellow Band curriculum and provide feedback to College Leaders
- Use College data to assess the progress of SEN pupils and identify areas of intervention and support
- Report to SLT and governors upon the progress of pupils with SEN and the success of intervention
- Liaise with Deputy Head teacher on a regular basis
- Monitor the progress of Looked after Children across the College and carry out the role of ‘Designated Teacher’
- Report to SLT and College staff about the progress of SEN pupils
- Provide advice and guidance for staff re the teaching and learning of SEN pupils
- In consultation with SLT line manager for SEN update SEND policy and procedures
- Attend national events in relation to SEN
- Keep up to date with training and manage own professional development in relation to SEN
- Lead staff training in relation to SEN
- Ensure that the needs of SEN learners are understood by all staff

The SENCO is line managed by the Deputy Head teacher Mr Paul Fleming.

5. Staffing

The teaching and learning requirements of all children with SEN is primarily the responsibility of the class teacher with support from their curriculum area. This reflects the principle that SEN is a whole college issue and a recognised aspect of all curriculum
planning. All staff at Sedgefield Community College are expected to teach pupils with SEN.

The team consists of:
1 Special Educational Needs and Inclusion Co-ordinator
4 Learning Support Assistants
1 Transition worker

6. Identification of SEND pupils, Referrals and Assessment Procedures

Pupils are identified from information supplied by:

- Primary Partner Schools.
- Standardised tests, (including literacy/numeracy tests, ‘value added’ measures reading age test and SATs results).
- Individual teachers and departments.
- Parents.
- Outside Agencies.
- Pupils themselves.
- In-College monitoring.
- Year Leaders
- SEN Team

Any member of staff, parent, or outside agency can make a referral to the SEN Team regarding a pupil at Sedgefield Community College. Please look at the quality first teaching expectations before making a referral; these can be obtained from the SEN team.

Pupil Assessment is an on-going process and forms an intrinsic part of the teaching cycle, designed to promote the raising of achievement. Pupil assessment may be used as a basis for an initial referral to the SEN Team. The team may also use assessment (reading, writing, numerical) to further assess a pupil’s SEN.

It is important to note that not all pupils referred to the SEN Team will be SEN pupils; any support and guidance given may be short, medium or long term.

Our assessment and identification procedures are available within Sedgefield Community College’s SEND Information Report on the school website.

Admission Arrangements

The arrangements for learners with special needs but who do not have an Education Health Care Plan (EHCP) are the same as those for all learners. Where a learner has an EHCP the LEA negotiates a place at the school of the parent’s choice.
Contact can be made directly to the SENCo to discuss possible provision before the admissions request is completed. A look around the school and discussion meeting is suggested.

At Sedgefield community College we look at the educational needs of a student with disabilities and, in liaison with all other professionals involved with the student, plan a comprehensive learning package, which will allow for measurable learning opportunities to be put in place.

7. Arrangements for delivering provision for learners with SEN

Staff at Sedgefield Community college strive to provide high quality teaching to all of our students. Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and to make progress both academically and socially.

Students are taught a broad and balanced curriculum tailored to the needs of each student. Where students require extra support, specialist resources or extension materials will be provided wherever possible. If a student is looked after by the local authority, their needs will be supported in the same way as other SEND student, with the addition of close liaison with appropriate staff from the local authority as well as the student’s virtual head teacher.

Students who make little progress in specific areas over long periods of time or whose National Curriculum levels are substantially below average, or who have complex needs which will require additional support from outside agencies will be placed on our SEN register. They require provision that is additional to or different from the differentiated curriculum and there is input from appropriate external agencies:

- Parents/carers and students will be an integral part of the planning and targeting process
- Advice from outside specialists, which may include educational psychologists and specialist support teachers will be sought
- Class Support plan will be formulated and a Learning Support Mentor allocated.
- There may be a need to refer the student to the Local Authority for a Statutory Assessment.

I. In-class support

In-class support will be targeted within the timetable to maximise curriculum access and consequently student progress. The Learning Support department aims to give consistency of support personnel across teaching groups where practicable within subject areas. LSAs support students and their work under the direction of the class teacher.

II. Withdrawal from Mainstream Teaching

Students with SEN spend the majority of their time in mainstream lessons with their peers. However, withdrawal lessons provide regular opportunities to ensure that they can
develop their basic skills. We also have a full time school counsellor who works with specific students outside of the mainstream classes.

III. Discrimination

At Sedgefield Community College we have an Equality Policy, therefore every Sedgefield Community College student is provided with equal opportunity to access all aspects of our curriculum.

As part of our SMSC curriculum all pupils are taught the importance of equality and diversity in school and in everyday life. As stated the SEND code of Practice January 2015 it is part of the school’s duty of care to prevent discrimination, to promote equality of opportunity and to foster good relations.

At Sedgefield Community College we endeavour to make ‘reasonable’ adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Our College welcomes any suggestions as to how we can further improve what we currently
have in place, if you have any suggestions to make in this area please do not hesitate to contact Amy McGowan, SENCO.

IV. Access

Sedgefield Community College is fortunate in that it is a recently built school and, therefore, is 100% accessible for any person with physical disabilities.

We have worked closely with outside agencies to make sure it is a safe space when quick evacuations are needed and we are fully competent at ensuring all pupils, including those with restricted mobility can move around the building safely and with ease.

Specialist equipment has been included within the school so we can provide the best level of care to pupils who need extra support outside of the classroom in order to access the best education for them.

Our staff within the SEN department are more than happy to support your child with movement around the college if parents, agencies and/or the individual feels it’s necessary and beneficial.

8. Coordinated Assessment Process and Education, Health and Care Plan (EHCP)

The 0 – 25 coordinated assessment process and EHCP are core components of the SEND reforms and Sedgefield Community College have now transferred all statements to EHCPs.

EHCPs make provision for:

- Children and young people to be at the heart of the system.
- Close cooperation between all of the services that support children and their families through the joint planning and commissioning of services.
- Early identification of children and young people with SEN.
- A clear and easy to understand ‘local offer’ of education, health and social care services to support children and young people with SEN and their families.
- For children and young people with more complex needs, a coordinated assessment of needs and a new 0 to 25 Education, Health and Care Plan (EHC Plan), for the first time giving new rights and protections to 16-25 year olds in further education and training comparable to those in school.

9. In Service Training

Sedgefield Community College recognises the need to continue to develop the expertise of all Staff, (see Staff Development Policy), whole Staff training on issues relevant to the teaching of pupils with SEN is ongoing.

SEN training is always an integral aspect of College CPD events and staff are encouraged to continue to develop their skills in this area.

Alongside CPD, regular briefing papers for Staff are prepared by the SEN Department and strategies for dealing with specific pupils are shared at SEN meetings and with classroom teachers and support staff.

An SEN drop in has been established and allows staff to meet with the SEN department on a regular basis to discuss and concerns, gain help with adapting resources, discuss
strategies, gather information, refer pupils and to be kept up to date with specific needs that are prevalent within school at that time.

10. Partnerships

The SEND Team work closely with the following professionals in order to provide the highest levels of support for pupils with SEN.

- SEN Team Durham County Council
- A teacher for pupils with a Specific Learning Difficulty.
- Educational Psychologists.
- Educational Social Workers.
- The Service for the Hearing Impaired.
- The Service for the Visually Impaired
- The Health Authority, in particular the College nurse.
- The Child and Adolescent Mental Health Service (CAMHS).
- Governors’ Pupil Welfare Committee.
- Industry and College links.
- Learning Mentors.

I. Parents

A positive and supportive relationship with parents is one of our most powerful resources and has a significant impact upon pupil progress. All Parents are actively encouraged to be involved in their children’s education. Parents are informed as their child is registered on the Code of Practice and are involved in all stages of the Code of Practice.

II. Other Colleges and Schools

When pupils with SEN are transferring to or from other educational establishments, the Year Leader and the SENCo will liaise with all parties concerned to ensure that the transfer is for the benefit of the pupils and disruption to the pupil’s education is kept to a minimum. An early review of progress is arranged and parents are invited to join the review.

III. Criteria for evaluating success

There are two aspects to our self-evaluation procedures; an evaluation of policy and procedures, and an evaluation of pupil progress.

The following procedures are used for an evaluation of pupil progress.

- Review of records of pupils moving up and down the stage of the Code of Practice.
- Feedback from pupils, teachers, parents and outside agencies.
- GCSE and SATs results.
- Value added assessments.
- Standardised assessments.
- SEN reviews

11. Safeguarding
SCC recognises that pupils with identified SEND have the potential to be disproportionately vulnerable to the risks of bullying, isolation and behaviour and communication difficulties. With this in mind, it is vital that all staff working in the school are aware of this fact and ensure that the school’s safeguarding procedures are followed at all times. Staff should refer to the school ‘Safeguarding Policy’ and ‘Keeping Children Safe in Education’ to ensure that the needs of our SEND students are being effectively met.