

SEND AND LEARNING SUPPORT POLICY

Revised in line with and has regard to the DfE Statutory Guidance: Special Educational Needs and Disability Code of Practice June 2014 based on Section 19 of the Children and families Act 2014 and the Special Educational Needs and Disability regulations 2014. Due regard has been given to the Equality Act 2010

INTRODUCTION AND OBJECTIVES

Salesian College is committed to offering a curriculum that can meet the individual needs of all its students, including those with Special Educational Needs and Disabilities (SEND). The College undertakes to make whatever arrangements are deemed necessary to ensure that a student with a special educational need has every chance to fulfil their potential at college, academically, socially and emotionally.

This policy is intended to inform parents and prospective parents of the arrangements Salesian College makes to support students who have Special Educational Needs.

Provision for students with SEND is a matter for the school's governors, the Head Teacher, the Head of Learning Support, and all members of teaching staff. Salesian College is committed to a fully inclusive approach to SEND.

As an ISI independent school, the College does not have a statutory obligation to comply with the Code of Practice.

Entry to the College is through the Entrance Exam. It is not a specialist school for students with learning difficulties. Candidates for entry should be sufficiently able to progress at an appropriate pace and to benefit from the whole educational experience offered.

RESPONSIBILITIES

Provision for students with SEND is a matter for the school as a whole.

Parents undertake to inform the College, in advance, of any special educational need or disability giving rise to special educational needs or any situation where special arrangements may be needed in relation to their child. When diagnostic testing has been carried out previously, parents are asked to ensure that the details and any relevant report are made available to the College before entry. An appropriate plan of action will then be formed by the Head of Learning Support/ SENDCo in conjunction with the Head of Year. Parents will also be involved and the views of the student about their needs and learning support will be sought.

The Head of Learning Support/SENDCo is responsible for maintaining and distributing information on all students identified as having special educational needs and works closely with the College's learning support assistants to screen and support these students through ongoing liaison with parents, students and college staff.

A Named Governor is responsible for Safeguarding / Child Protection / SEND. The Governing Body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with and without a Statement of Special Educational Need or Education Health Care Plan is adequate and secure.

All members of staff are expected to be aware of the learning needs of every student that they teach and to make their best endeavours to meet each student's need. All teachers are expected to refer to the SEND

information available on iSAMS – a platform for sharing information on students the College has decided need extra support.

Each Department has a designated SEND Representative who champions the importance of SEND support and seeks to embed best practice into the department.

Salesian College complies with the existing statutory requirement to conduct an Annual Review of Education and Health Care Plans (EHCP) for all relevant students.

IDENTIFICATION

The term ‘Special Educational Needs’ applies to students who have special educational needs in one or more of the following ways:

- Have an Education and Health Care Plan (EHCP)
- Have been diagnosed with a specific learning difficulty
- Have a significantly greater difficulty in learning than the majority of students of the same age
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Have been identified as needing extended learning
- Have a medical condition which may affect their learning in the classroom.

BASELINE TESTING

All Year 7, 10 and 12 students sit baseline tests. They are examined for anomalous results as well as particularly low or high results. They form part of the identification methodology for special educational needs.

SCREENING

All students are given a short dyslexia screening test within the first few weeks of their arrival in Year 7. Where there are individual concerns, the Head of Learning Support/SENDCo will, in consultation with the Head of Year, contact the parents. They will work together to plan the way ahead which may include a recommendation that parents book a diagnostic test with an Educational Psychologist or specialist assessor.

A student’s needs may also become apparent through:

- Admissions procedures eg Entrance exam, primary school records
- Results in twice yearly school assessments - autumn and summer terms
- Expressions of parental concern
- Inconsistencies in baseline assessment and current attainment
- Classroom observation
- Expressions of concern from Subject Teachers, Form Tutors or Heads of Year
- Further specialist assessments undertaken by the Head of Learning Support SENDCo
- Identification by a medical professional

FURTHER TESTING

With any of the above forms of identification of a special educational need, if it is decided with the agreement of parents that further investigation involving diagnosis by a medical professional, specialist assessor or Educational Psychologist needs to be made, then the Head of Learning Support/SENDCo will discuss with the parents how this might be done.

Salesian College undertakes to respond positively to any recommendations made in a specialist report wherever it is reasonable and possible so to do.

MEDICAL

The College will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Further information can be found in the Supporting Students with Medical Conditions Policy, Staff Handbook, Section 9.6.

The College has a published an Accessibility Plan, setting out the existing facilities and the College's plans to anticipate and meet the needs of students with disabilities.

Where a student also has SEN, their provision will be planned and delivered in a co-ordinated way through close liaison between all relevant staff.

PROVISION AND SUPPORT

Special Educational provision, is additional to, or otherwise different from, the educational provision made generally for students of his/her age in schools maintained by the local authority (other than special schools).

The Learning Support department carries out assessments of learning needs, prescribes and implements support strategies and support, informs and advises the student's teachers on suitable materials and teaching needs. Additional support may include time spent in the classroom working alongside the subject teacher. The College has a system of mentors in the Sixth form to guide and support the younger students and teaching staff offer various small group or 1:1 support workshops. In exceptional circumstances, a student may be permitted to follow a slightly reduced curriculum by discontinuing one of their subjects. In such cases, the student will have Learning Support and supervised study in place of the subject which has been discontinued. This arrangement is only made after close consultation with the Head of Year, the Deputy Head Teacher Academic, Head of Learning Support/SENDCo, parents and the student him/herself.

The College aims to provide a graduated response to match each student's level of need. At each stage, students are encouraged to take an active role in managing their learning and to set themselves high standards. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by email, telephone consultations and meetings.

EXAMINATIONS

The College provides the resources in terms of rooms, invigilation and equipment for exam access arrangements for entrance tests, internal exams and external exams.

Internal examinations

Provision of access arrangements, such as extra time, is offered to those students who would be eligible to receive access arrangements in public examinations.

External examinations – GCSE, AS and A Level

Provision of access arrangements for external examinations is subject to regulations issued by the Joint Council for Qualifications (JCQ) on an annual basis.

To qualify for Access Arrangements a student must have a valid Form 8, completed in year 9 or later by the Head of Learning Support/SENDCo, or a specialist assessor appointed by her demonstrating that the student has a clear history of need which gives rise to difficulties in the classroom, tests and examinations requiring support and adjustments to be in place. The student's special educational needs must be such that they fall within the eligibility criteria in nationally standardised tests relevant at the time of the assessment.

Certain medically diagnosed disorders or needs such as Autistic Spectrum Disorder, Sensory and/or Physical Needs, Social, Mental and Emotional Needs and Speech, Language and Communication Needs may also enable a student to be eligible for access arrangements where there is a clear substantial and long term adverse impact on the student's teaching and learning. Evidence of such need must be provided in line with the relevant JCQ regulations.

COMMUNICATION

All students with identified special educational needs are listed on the College's information management system (iSAMS). This is updated regularly by the Head of Learning Support/SENDCo in the Learning Support platform in iSAMS. A summary One Page Profile document is available for each student outlining their strengths and weaknesses, JCQ recognised standardised scores (where relevant), targets, the additional provision available to the student, suggested strategies for the classroom and a summary of student feedback.

In addition, the Learning Support Department maintains paper records in secure filing cabinets, containing detailed records of assessments, support, meetings with parents and consultations for each student on the SEND register.

The Head of Learning Support/SENDCo regularly reminds staff of those students which special educational needs and alerts staff to students newly diagnosed as having special educational needs. Each department has a Special Educational Needs Representative who encourages departments to discuss strategies and provision used to assist students in their classes. This information is fed back to the Head of Learning Support/SENDCo on a regular basis.

MONITORING

Student progress is monitored closely by the Head of Year, Tutor and SENDCo and support will be adjusted as required.

Key times for monitoring the progress of individual students include the publication of reports, Interim Progress Reports (IPRs) and examination results.

On-going monitoring is undertaken by Heads of Year and subject teachers. Regular target setting also facilitates checking of progress. The feedback and communication from parents is important as is the

feedback from the students and progress made on their agreed targets. SEND Representatives review the outcomes of recommendations of Learning Support within their departments.

TRAINING

Members of the Learning Support Department provide regular INSET training for teachers through observation of teaching and learning followed by detailed feedback, new teacher sessions, whole school INSET and departmental based training as required.

Linked Policies

- 5.19.1 Disability Equality Policy
- 7.1 Health, Safety and Welfare Policy
- 9.1 Child Protection Policy
- 9.2 Safeguarding Children Policy
- 9.3 Anti-Bullying Policy
- 9.5 Mental Health and Wellbeing Policy
- 9.6 Supporting Students with Medical Conditions Policy

POLICY CONTROL	
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