

Reference:	Status:	Approved By:	Date:	Revision:
BC/STC/023	Approved	Bideford College	6 May 2016	006

Special Educational Needs / Disability

POLICY

Including Bideford College SEN Information Report 2014/15 (Part of the Devon Local Offer for Learners with SEN/D)

BIDEFORD COLLEGE

MEMBERS OF STAFF RESPONSIBLE

Mrs Rachel Vowles (Assistant Principal):
Designated Teacher (DT)

Mrs Sharon Barnes: SENDCo

Mrs Gilly Sanders: SEN Governor

At Bideford College, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their barriers to learning. Not all students with disabilities have special educational needs and not all students with SEN meet the definition of disability but this policy covers all of these students.

AIMS AND OBJECTIVES OF THIS POLICY

The aims of our SEN/D policy and practice are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, and parents/carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

RATIONALE

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act (2014)
- Health and Social Care Act (2012)
- Equality Act (2010)
- Mental Capacity Act (2005)
- Children's Act (1989)

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2014)
- Supporting Children with Medical Conditions (2014)
- Keeping Children Safe in Education (2014)
- Working Together to Safeguard Children (2013)

DEFINITIONS

The following definition of Special Educational Needs is provided in the Special Educational Needs and Disability Code of Practice 0-25 (2014):

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-educational institutions.'

THE NEEDS OF OUR STUDENTS

At Bideford College we have students with a wide range of needs that are broadly categorised within the following 4 kinds of need:

Communication and Interaction

- SLCN – Speech, Language and Communication Needs
- ASC – Asperger's and Autistic Spectrum Condition

Cognition and Learning

- MLD – Moderate Learning Difficulties
- SLD – Severe Learning Difficulties
- SpLD – Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

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Social, Emotional and Mental health

- ADD, ADHD or ODD
- Attachment Disorder
- Mental health concerns (anxiety, depression, self-harm, substance misuse or eating disorders)

Physical or Sensory Needs

- VI – Visual Impairment
- HI – Hearing Impairment

Though some students may well have needs that branch across these four main areas.

HEARING SUPPORT CENTRE (HSC)

Bideford College also has a specialist centre dedicated to students with hearing impairments that covers the whole of the North Devon community. The HSC Coordinator also runs outreach support for other Secondary Schools and Primary Schools. Further information regarding the HSC along with admission information can be found on the College website.

LEARNING SUPPORT TEAM

SENDCo
Hearing Support Centre Coordinator
Ethnic Minority Achievement (EMA)
Literacy Coordinator
Numeracy Coordinator
SENDCo Assistant: TA Manager
SENDCo Assistant: Physical/Sensory Lead
SENDCo Assistant: SEN Exams Coordinator / Access Arrangements Lead
Teaching Assistants for: Autism, Dyslexia, Literacy, Numeracy
SEN/D Administrator

In addition there are a number of Teaching Assistants, working with students with Statements/EHCPs and on the SEN register in classrooms and in extraction groups for additional learning needs.

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

At different times throughout a young person's college career, they may experience difficulties. When we are assessing any possible SEN we will consider the needs and aspirations of the young person as a whole.

Our College is committed to early identification of special educational needs and adopts a response in line with the Code of Practice 2014. If evidence suggests that learners are not making expected progress, Teachers and Teaching Assistants will consult with the SENDCo in order to ensure that specific in-class learning strategies and appropriate support programs are put in place in order to ensure students have a

curriculum designed to enable maximum achievement and progress.

Students can be identified as having special educational needs through a variety of ways:

- Using data to highlight students who are not making expected progress
- Through the very thorough transition process adhered to by all Primary feeder schools
- Information passed on from previous schools out of catchment area
- Assessments and screening during transition in Year 6 and the beginning of Year 7
- Staff contacting the SENDCo, when they have concerns regarding a student
- Advice gained from the Educational Psychologist and other outside agencies
- Parental concerns
- Meetings with parents/carers, staff and outside agencies

SUPPORTING LEARNERS WITH SEN/D

The majority of students with SEN are supported within the mainstream lessons, many of which are set on ability. Differentiated materials are used in the classroom, and teachers welcome work that is presented differently such as storyboards, diagrams and charts. The use of spell-checkers, net books and dictaphones are examples of resources that students may use to support their work. Students may receive enlarged papers, writing slope boards and the use of overlays all of which are accepted and encouraged by teaching and support staff.

Students with cognitive difficulties or social communication difficulties may also access the Learning Support Department for specific interventions. For every intervention there is a clear entry requirement, intervention length and the impact is recorded. However, students with ASC may access the Learning Support centre for specific lessons during the whole academic year.

For a full range of the interventions that are available to students with SEN/D please see the separate 'Special Education Needs / Disability, the Local Offer' page on the College website.

MONITORING SEN PROVISION

We aim to follow the **assess / plan / do / review** cycle, in other words we will assess any student we feel has additional needs, plan what we will do to address these needs, initiate the plan and then review the plan termly. The results of the last review will dictate what will take place during the next term. We will review the plan by using the following strategies:

- Regularly providing opportunities for parents/carers and learners to express views;

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- Objectively measuring the student progress of SEN students by effective use of internal and external data;
- Vigilantly tracking and monitoring attendance of SEN students by effective use of data;
- Looking at students workbooks;
- Monitoring and reporting on SEN student participation in reviews and planning meetings;
- Focused observations in the classroom;
- Monitoring and reporting on SEN student participation in extra-curricular activities;
- Monitoring and reporting on parental involvement including attendance at parents/carers' meetings and student review days;
- Feedback from other local agencies involved with the College;
- Acting upon advice and reviews from 0-25 Team and other specialised support teams;
- DAF review meetings.
- Annual Reviews for students with Statements or an Education, Health and Care Plan (EHCP).

For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the interventions we offer to all learners (watch list), then also to those students with identified needs (SEN Support and Statement / EHCP).

RECORDING AND MONITORING SEN/D STUDENTS WITHIN THE COLLEGE

Students identified as having a special educational need will now be added to the SEN register under two main categories in accordance with the new SEN Code of Practise (2014), these will be either Statement / EHCP or SEN Support (K). Students in receipt of a Statement of Educational Needs will be recorded in the same way unless they have been transferred onto an EHC Plan. Students recorded as SEN Support will be those who, despite having received targeted teaching to address their weaknesses, require additional support to make expected progress.

They may:

- Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Present persistent emotional social or mental health difficulties;
- Have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

- Have an alternative curriculum in place to facilitate individual progress and achievement

Further additional support, though the DAF 1 and DAF 2a 'My Plan', may be needed if a student continues to struggle to make progress despite having individualised support. This additional need for support will be triggered when the student is:

- Continuing to make little or no progress in specific areas over a long period
- Continuing working at national curriculum levels substantially below that expected of students of a similar age
- Continuing to have difficulty in developing literacy and numeracy skills
- Having emotional, social and mental health difficulties which substantially interfere with the student's own learning or that of a class, despite having individualised support strategies in place
- Having sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Having on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENDCo may also seek advice from the Educational Psychologist who may observe the student in lessons and liaise with parents/carers and staff to share effective learning strategies for the student.

A grid has been created which displays the criteria needed to be identified on the College register as having a Special Educational Need; this is in line with the new SEN Code of Practice (please see attached).

From September 2014, there will not be any new Statements of Educational Needs. Therefore, if a student on SEN Support who already has a DAF 2a 'My Plan' continues to struggle both academically or socially then it might be appropriate for the College to apply for additional funding. This will be through a new assessment called the DAF 3. This additional funding may then require the College to put in place the right provision to ensure that the student begins to progress.

In a minority of cases, the parent or SENDCo will request the LA to make an EHC assessment which could result in an Education, Health and Care Plan (EHCP). Any such provision is arranged, monitored and reviewed by the LA with input from the College and other relevant agencies. Reviews of these plans are conducted annually.

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Advice and guidance is offered to parent/carers of these students at all stages.

EXAM ACCESS ARRANGEMENTS

Access arrangements are for students who require support in exams. This is based on evidence collected from class teachers in liaison with the SENDCo. For some arrangements, students have to be assessed and the arrangement applied for from the exams board e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor can be granted by the College, but evidence of need must be collated and stored on file.

The College is required to log evidence to show the need for this support as it has to be the student's usual way of working. Students are screened using LUCID Exact and if eligible will be seen by a specialist assessor, Janet Davis at the beginning of Year 10. Additional assessments will then be carried out to find out whether the student will be entitled to any special arrangements. An application will then be made to the exams board for the access arrangements and parents/carers will be notified. For any queries regarding exam access arrangements a meeting can be organised with the following members of staff:

SENDCo

SENDCo Assistant: SEN Exams Coordinator

WORKING WITH EXTERNAL AGENCIES

Every member of teaching and support staff is fully committed to supporting those students with SEN/D and implementing a range of teaching strategies to meet their needs and ensure they reach their potential. We also work very closely with a wide range of external agencies from Health, Education and Social Services to provide expertise and training for staff. Such is the importance of this that the College has committed to employing certain key roles to work within the College including a College nurse, counsellor, restorative approaches coordinator and family worker. Our work with external agencies has also led to the College being awarded the Devon Inclusion Awards for both Autism and Dyslexia.

SEN/D STUDENT TRANSITION

We believe that it is essential that students with SEN/D have a successful transition from Primary to Secondary and then on to higher education.

KS2 to KS3 (Year 6 to Year 7)

- If a student has a Statement/EHC Plan the SENDCo or appropriate member of the

Learning Support team will attend annual review meetings.

- During the course of Year 6 the SENDCo and members of the Learning Support team will visit students transferring to the College. They meet the students and their parents/carers on an initial visit and then invite students who require additional support to visit the College during the College day, either on an individual basis or in small groups to familiarise them with the College and key staff.
- Year 6 students will also be invited to our two induction days, which takes place towards the end of the Summer term. This is followed by an evening for parents/carers, where any information about their child can be shared with staff at the College, including tutors, the SENDCo and other key members of staff.
- If a student has a statement/EHC Plan or SEN support at primary school, there will be a transition plan to ensure that their needs are met as soon as they start in Year 7. All students starting in Year 7 are assessed during their first half term and we put these assessments together with information from the primary school and any available teacher assessments and observations to ensure:
- The most appropriate support and teaching group along with appropriate interventions if required.

KS3 to KS4 (Year 9 to Year 10)

- During the Spring term of Year 9, we hold an Options Evening where parents/carers are invited into the College to discuss the various options available for their child. Students identified as SEN/D will have access to staff from the Learning Support department for advice.
- If a student has a Statement of SEN or an EHC Plan, the Annual Review in Year 9 is a Transition Review, where options for after Year 11 start to be considered and decisions made about courses of study in Years 10 and 11.

KS4 to KS5 (Year 11 to Year 12)

- We work closely with Careers South West to ensure that students with a statement / EHC Plan or those with a disability have a Transition Plan in place.
- The main aim of the plan is to focus on ensuring that SEN/D students access the correct course and where necessary, ensuring that the right level of support is provided at the post-16 establishment.
- During the Year 11 Statement Review students are supported to develop their understanding of the range of post-16 options that may be available to them and we invite representatives from their chosen post-16

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establishment to ensure a continued level of support.

- Any SEN/D student transferring to the Sixth Form will have a needs assessment and the Learning Support Department will ensure that the correct provision is in place. This may involve applying to County for additional funding.

Transferring to a New School

If the decision is made for a student to transfer to a new school, we liaise closely with staff at the new school and provide them with all the necessary information about your child, including their student files, so that appropriate arrangements can be made to make the transition from one school to another as smooth as possible for him/her. All students and parents/carers (if the student agrees at 16+) are welcome to see their files.

PARTNERSHIP WITH PARENTS/CARERS

- We have established positive working relationships with parents/carers and students with SEN/D.
- We recognise the importance of the parent's/carer's contribution to the decision making processes of a student who may have SEN. The College will provide information in a manner accessible to all parents/carers, some of who may also have literacy or sensory needs.
- Learning Support members of staff are available to talk to during every parent evening, progress day or GCSE options evening.
- Likewise, parents/carers of SEN/D students are encouraged to make contact with the Learning Support department if they wish to discuss the progress or provision that has been provided for their child.
- We understand that there will be a number of disabled parents/carers of children within the College, and we work to try to ensure they are fully included in parents/carers activities. We also endeavour to make sure that we hold parents/carers' meetings in areas that are accessible and that accessible parking is available. We arrange BSL interpreters for those parents/carers who require it (we need to have confirmation of attendance and the need for the service in order to make a booking).

SUPPORTING STUDENTS AT COLLEGE WITH MEDICAL CONDITIONS

- The College recognises that students at College with medical conditions should be properly supported so that they have full access to education, including school trips

and physical education. Some children with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SUPPORTING STUDENTS WHO ARE LOOKED AFTER IN LOCAL AUTHORITY CARE

The College recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at College:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of College
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in College
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where

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necessary, the carers and a member of the Virtual School team.

- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making

Our College will work closely with the county's Virtual School (VS) for Children which promotes the educational needs of Children in Care (Children Looked After) and monitors admissions, PEP completion, attendance & exclusions.

EVERYONE'S ROLE IN SUPPORTING STUDENTS WITH SEN/D

The role of the Governors

- Appointed a member of staff to be the Special Educational Needs / Disability Coordinator
- Delegated powers and responsibilities to the Principal to ensure all College personnel and visitors to the College are aware of and comply with this policy
- To ensure that provision of special educational needs is of a high standard
- To have regard to the Code of Practice (2014) when undertaking its responsibilities
- To report to parents/carers on the effectiveness of the College's special educational needs policy
- Responsibility for ensuring that the College complies with all equalities legislation
- Nominated a designated governor with responsibility for SEN to visit the College regularly, to liaise with the Principal and the SENDCo and to report back to the governing body
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents/carers
- Nominated a SEN governor to visit the College regularly, to liaise with the Principal and the SENDCo and to report back to the governing body
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The role of the SENDCo

- Work with the Principal to oversee the day to day provision for students with special educational needs within the College
- Inform parents/carers when SEN provision has been made for their child
- Lead the development of special educational needs throughout the College
- Provide guidance and support to all staff

- Organise and manage the team of TAs in partnership with senior members of the Learning Support department
- Track the progress of children with special educational needs
- Organise training for College personnel
- Keep up to date with new developments and resources
- Liaise with parents/carers
- Organise DAF 2a and Annual Statement reviews
- Apply for DAF 3 additional funding if required
- Meet with outside agencies
- Work with feeder or transition schools
- Review and monitor all students on the SEN register
- Termly report to the governing body on the success and development of special educational needs

Role of the class teacher

- Be aware of the College's policy for the identification and assessment of students with special educational needs and the provision it makes for them
- Prepare high quality lessons that engage all students by stretching the most academically able whilst including those with cognitive difficulties
- To take responsibility for the progress made by ALL students including those with SEN/D
- deliver differentiated programmes for each SEN/D student as detailed in their Student Profile or by their primary need
- Identify on seating plans those students with SEN/D and record classroom interventions as required
- Comply with all aspects of this policy
- Undertake appropriate training
- Inform the SENDCo when they have concerns about a student

Role and rights of Parents/Carers

We encourage parents/carers:

- To work closely with the College in order to develop a partnership that will support SEN/D children
- To attend annual reviews and DAF meetings
- To support children with additional needs at home by developing literacy and numeracy skills e.g. reading together before bedtime.
- To communicate effectively with College

Role and rights of Students

We encourage students with special educational needs to understand their rights and to take part in assessing their needs:

- Setting learning targets
- Attending and contributing to the annual review
- Attending and/or contributing to DAF reviews
- Completing their pages of the 'Listen to me and my family' about themselves

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DEALING WITH COMPLAINTS

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Principal.

ADMISSION ARRANGEMENTS FOR SEN/D STUDENTS

No child will be refused admission to the College on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see *Admission policy for the College, as agreed with the Local Authority*). You can also receive a printed copy from main reception upon request.

ADDITIONAL SEN/D INFORMATION FOR PARENTS/CARERS

For information regarding what the local offer is for students with SEN/D in Devon and forthcoming opportunities to learn more about the recent changes in SEN legislation, the following two websites are useful.

<https://new.devon.gov.uk/send/>

<http://www.devonsendpathfinder.info/>

For impartial advice concerning the SEN provision for your child then contact the Devon Parent Partnership:

<http://www.parentpartnershipdevon.org.uk/>

There are a great number of key terms used in SEND education if you would like help understanding them please see:

<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>

ASSOCIATED POLICIES/PROCEDURES

- Children in Care policy
- Equal Opportunities and Multi-Cultural Education policy
- Hearing Support Centre Policy
- Inclusive Education – Guidance on the use of reasonable force to control or restrain students procedure
- Inclusive Education – Dyslexia- identification, assessment and intervention procedure
- Inclusive Education – Guidance on handling of children and young people with physical disabilities procedure
- Inclusive Education - Intimate Care Policy
- Inclusive Education- Risk Assessment
- SEN Handbook
- Supporting Students with Medical Conditions policy

REVISION HISTORY

- 006 Review (May16)
- 005 SENDCo update (Sep15)
- 004 New statutory SEN/D categorisation (Nov14)
- 003 Review (Mar12)
- 002 Major review (Aut07)
- 001 Original document (Jun01)

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STATUTORY TIMESCALES FOR EHC NEEDS ASSESSMENT AND EHC PLAN DEVELOPMENT

