

Special Education Needs and Inclusion Policy

Shooters Hill Sixth Form College HR Review September 2018

Adopted and ratified by the Governing Body on:	December 2018
Review Date:	December 2021
Accountability:	Governing Body
Responsibility:	Governing Body

1. Introduction

Good practice in SEN and Inclusion are inextricably linked to good practice in equal opportunities 2 Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Vision

Our vision for young people with special educational needs and disabilities is the same as for all children in our college. We aim *to provide outstanding education to all children and young people*. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner..

3. Principles

- ✓ We shall ensure that we have regard to the views, wishes and feelings of the young person with SEND and their parents or carers.

- ✓ We shall work closely with and support the local authority and other local authorities for High Needs learners to assist them in fulfilling their obligations under Part 3 of the Children and families Act 2014 and its associated guidance.
- ✓ Every member of the College community has a role to play in Shooters Hill being inclusive. All staff have responsibility for SEN.
- ✓ The College needs to have a learning culture in which staff can freely share expertise relating to SEN, and in which CPD to address training needs in a variety of forms is given a high priority.
- ✓ Good practice in SEN and Inclusion are inextricably linked to good practice in equal opportunities.
- ✓ Inclusion and accessibility are central to effective design of the College' physical environment, its course structure and teaching approaches and its provision of information to students. These should be student centred, designed in advance to cater for a wide range of needs and further modified for the particular students who apply to the College, rather than students with SEN having to fit the structures that exist.
- ✓ For any development within the College, including relating to buildings and refurbishment, College procedures and communication and course design, the staff involved need to take account of Equality Act requirements.
- ✓ The College seeks to at least meet the requirements of the Equality Act, not just because it is law but because we would wish to demonstrate good inclusive practice.
- ✓ Good practice in teaching and learning is key to effective inclusion
- ✓ Students with SEN at all levels are likely to have a 'spiky profile' – some aspects of skill being much higher/lower than others. This should inform course guidance and entry criteria, teaching and support techniques, assessment and accreditation arrangements.
- ✓ Courses at entry and pre-entry levels should take account of the fact that, although students have a need for support in common, their interests are as diverse as the rest of the student body. Some students on these courses may need more time and experience to be able to make informed choices about courses, so there needs to be flexibility and individualised arrangements.
- ✓ Provision for students with SEN should be a partnership with the student, with parent/carers as a main support and support relevant others.
- ✓ Students need to make informed choices, with support.
- ✓ Students with SEN should make good progress, experience achievement and have fun.

4. Shooters Hill Sixth Form College SEND Aims:

- ✓ To be **highly inclusive**, which means all students are able to fully participate in the facilities and experiences the College has to offer. Inclusion is about participation rather than location.
- ✓ To be **increasingly inclusive**, developing practice over time to cater more effectively for young people with a wider range of needs. There are no 'categories of need' for which the College specifically does not aim to cater, though at any stage of development there will be students for whom the College is not yet ready to support.

- ✓ To have course design throughout the College and College procedures and practices which take **account of students' particular skills and need for support**, so that students with additional learning needs/SEN are not disadvantaged in comparison to their peers.
- ✓ To enable students with SEN to **achieve and internally progress** within College courses
- ✓ To effectively support students' choice and **transition** into the College, and in onward transition from the College

5. Definitions (DfES Code of Practice)

A Student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- ✓ A significantly greater difficulty in learning than the majority of others of the same age, or
- ✓ 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The legal duty to take reasonable steps is owed to all disabled persons not just individuals who may be currently on the roll of college. It is therefore 'anticipatory'.

6. Roles and responsibilities

The Head of Inclusion is Natalie Osborne

The SENCO is Sabah Quazi

Jenny Summers –Senior Advisory Teacher of the Deaf (ToD)who also has responsibility for the coordination 16 plus services across the borough

- The Head of Inclusion will work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- The SENCO will have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans. The senior advisory ToD will have oversight of specific provision for deaf students
- The Head of Inclusion and SENCO and ToD will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- The SENCO will advise on the graduated approach to providing SEN support
- The SENCO will advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

- The SENCO will be the point of contact for external agencies, especially the local authority and its support services
- The SENCO will liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- The SENCO and ToD work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- The head of inclusion will ensure the school keeps the records of all students with SEN up to date

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and Head of Inclusion to determine the strategic development of the SEN policy and provision in the school

The head teacher

The head teacher will:

- Work with the Head of Inclusion and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Learning Support Assistant or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO / SEND Curriculum Coordinator or ToD to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

7.The kinds of SEN that are provided for

- Our College currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

8. Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

9. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs.

This will draw on:

- ✓ The teacher's and LSA's assessment and experience of the student
- ✓ Their previous progress and attainment and behaviour
- ✓ The views and experience of parents
- ✓ The student's own views
- ✓ Advice from external support services such as Speech and Language or Educational Psychology reports if relevant
- ✓ The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress

10. Supporting students preparing for adulthood

- Tutors support staff and the SENCO work with students in on formulating a suitable progression pathway
- All year 14 students have an Enhanced Careers Action Plan conducted by Prospects
- An interview with the Director employability
- Support with Transitions from Learning Support Teachers, ASD outreach and the Speech and Language Therapy

We will share information with the college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

11. Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- Specialist literacy teaching
- Dyslexia Screening
- Study Skills
- Adaptive software
- Speech and Language therapy
- BSL
- Sign supported English
- Social Skills groups
- Sensory Circuit
- Preparation for Adult hood -Life Skills and Employability.

12. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

13. Additional support for learning

The College works with the following agencies to provide support for students with SEN:

- Educational Psychology
- ASD outreach
- OXLEAS therapies team
- CAMHS outreach service
- The Metro Centre.

14. Expertise and training of staff

The SENCO holds the Post Graduate Certificate in SEN and Inclusion

1 Specialist Literacy teacher who holds a level 7 SpLd (APC PAOSS)

3 Specialist Teachers of the Deaf

All CSW all have a minimum BSL 3

15. Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for students with SEN by:
- Reviewing students' individual progress towards their EHC goals each half term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO, Head of Inclusion and SEN teachers
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

16. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

- ✓ All of our extra-curricular activities and school visits are available to all our students, including after-school clubs.
- ✓ All students are encouraged to go on our residential trip(s)
- ✓ All students are encouraged to take part in /special workshops, etc.
- ✓ No student is ever excluded from taking part in these activities because of their SEN or disability.
- ✓ Our admission policy for those with SEN can be found on the website

17 Support for improving emotional and social development

The College provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are supported by an Interventions and Therapies officer and a student welfare officer

- Students with SEN are also encouraged to attend drop-in with CAHMS outreach / counselling
- The college offers students sexual health and relationships advice and support

18. Working with other agencies

The College works with a range of organizations to meet student's needs including services offered by OXLEAS Health Care Trust, Prospects, The Metro Centre, Mencap and Greenwich Advocacy.

19. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head of Inclusion in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

20. The local authority local offer

Our contribution to the local offer is: <https://www.shootershill.ac.uk/send>

Our local authority's local offer is published here:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

21. Monitoring arrangements

This policy and information report will be reviewed by [name of role/individual] every year. It will also be updated if any changes to the information are made during the year.