



POLICY ON ASSESSMENT OF AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Presented to:

Governors' Students and Safeguarding Committee

14 March 2017

Date approved: ¹	14 March 2017
Date reviewed: ²	
Date of next review: ³	

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years



ARTHUR MELLOWS VILLAGE COLLEGE



POLICY ON ASSESSMENT OF AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

CONTENTS

	Page (s)
Glossary	3
Introduction	4
Section 1 – Key Contacts	5
Section 2 – Aim and Objectives.....	5
Section 3 – Identifying and Responding to Special Educational Needs	6
Section 4 – A Graduated Approach to SEN Support	6
Section 5 – Managing Students’ Needs on the SEN Register and Criteria for Exiting the SEN Register / Record.....	7
Section 6 – Partnerships – Supporting Students and Families	8
Section 7 – Supporting Students at College with Medical Conditions	9
Section 8 – Monitoring and Evaluation of SEN	9
Section 9 – Allocation of Resources	9
Section 9 – In-Service Training of Staff and Training for Governors	10
Section 10 – Roles and Responsibilities.....	10
Section 11 – Storing and Managing Information	11
Section 12 – Reviewing the Policy.....	11
Section 13 – Accessibility, Admissions, Special Facilities, Specialist Units....	12
Section 14 – Complaints	12
Section 15 – Developing Resilience	13
Appendices	13

GLOSSARY

Abbreviation	Meaning
APDR	Assess, Plan, Do Review
CAF	Common Assessment Framework
COP	Code of Practice
CYP	Children and Young People
DDA	Disability Discrimination Act
DfE	Department for Education
EAL	English Additional Language
EHA	Early Help Assessment
EHC Plan	Education, Health and Care Plan
LA	Local Authority
LSA	Learning Support Assistant
PEEP	Personal Emergency Evacuation Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SEP	Special Educational Provision
SMT	Senior Management Team

POLICY ON ASSESSMENT OF AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice July 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Teacher Standards 2012

The Special Educational Needs Policy sits alongside and should be read in conjunction with other College policies. Students with SEND may also be included within information such as Year 7 catch-up provision, Pupil Premium, Child protection, Equal opportunities and the Equality and Diversity policies.

SECTION 1

- 1.1 SENCO – Mrs B Harrison
SEN Governors – David Whiles, Sarah Humble
SMT Advocate – Mrs J Sludds

Arthur Mellows Village College
Tel: 01733 252235
SEN@arthurmellows.org
office@arthurmellows.org

- 1.2 At Arthur Mellows Village College we are determined to do our best to meet the educational needs of all our students. Every teacher has a high regard for the progress and learning of all students within their classrooms, including those with SEND.

SECTION 2

- 2.1 AIM

1. To ensure that there is equality of opportunity for all students regardless of gender, cultural background and/or ability.
2. To provide a Curriculum that allows all students to realise their full potential, make progress relative to their starting points and thereby enable them to make a positive contribution to society.

- 2.2 This policy has been created by the College SENCO in consultation with the SEN Governors, staff and Parents / Carers of students with SEND, in the spirit of the current reforms on co-production. Consultation was undertaken between November 2014 and January 2015. This policy meets the requirements as set out in the SEND Code of Practice 2014.

- 2.3 Information regarding the College's SEND provision can also be found, on the Peterborough Local Authority Website, www.peterborough.gov.uk, as part of their Local Offer, alongside other Peterborough schools SEND provision.

- 2.4 OBJECTIVES:

The College will do its best to

- identify and provide for students who have SEND or additional needs. Special Educational Needs (SEN) is defined in the Children and Families Act 2014 section 20 (C&F Act 2014 s.20) as when a child has a disability or learning difficulty needing Special Educational Provision (SEP) to be made for them. This SEP is defined within the C&F Act as any education or training provision that is different from that generally available to other children, in a mainstream provision of the same age, in order to receive the best possible outcomes.
- use its 'best endeavours' to ensure that SEP is made for a student/student as outlined in C&F Act 2014 s.66. Parents / Carers, children and young people (CYP) to be part of this conversation and aware of this SEP
- keep clear records of provisions put in place and the outcomes expected to be achieved. Progress towards outcomes will be recorded, reviewed and shared with Parents / Carers and CYP.
- contact the Local Authority (LA) who are responsible for carrying out a statutory assessment of a CYP under the C&F Act 2014 s.36(8) if a student's needs cannot be met through the provisions available to the College within 'SEN Support' and they have been identified as having SEN or may have SEN. The LA must assess the Education, Health and Care needs of the CYP. Under the COP 2014 this will be called an Education Health and Care Plan

(EHC Plan). Any therapies or specialist support deemed to be required by the CYP are specified in the SEN provision section of the EHC plan. Without them, the CYP would not be fully able to access education or training.

- review the progress of all those with an EHC Plan within 12 months of it being finalised and within each subsequent 12 month period as stated in the C&F Act 2014 s.44. Evidence will be collected by the College and the Local Authority will take one of the following actions: i) Amend the EHC Plan in line with recommendations, ii) leave the EHC Plan as it is, iii) end the EHC Plan as all the objectives have been met.
- identify all CYP with additional needs but without an EHC Plan under one single group of children known as 'SEN Support'. These students receive provision over and above that of teacher differentiation. They will be part of the new approach to meeting the SEND needs of all CYP through an Assess, Plan, Do, Review cycle of interventions. Under the new code of practice a College is only required to provide support to the 'best of its abilities' within the resources, staff, finance and expertise it has available.
- will place on its website a SEN Information Report under the C&F Act 2014 s.69. Links will be made to the Local Authority Local Offer of additional provisions for those with SEND.

SECTION 3

3.1 IDENTIFYING AND RESPONDING TO SPECIAL EDUCATIONAL NEEDS

As identified in the SEN COP 2014 'where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.'

3.2 There are four main categories of need giving an overview of the range of needs planned for; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and or Physical Needs. This SEN Support follows a four-part cycle, Assess, Plan, Do, Review, known as the graduated approach (See section page 91 onwards in the SEN Code of Practice 2014).

3.3 Identification of SEND enables effective provision to support the progress of the whole child. A number of other areas, whilst not classed as SEN may also impact on progress and attainment and may trigger provisions. These areas include Disability (ensuring 'reasonable adjustment' under Disability Equality Legislation), Attendance and Punctuality, Health and Welfare, EAL, Pupil Premium Grant, Looked After Children, being a child of a Serviceman/woman.

3.4 Behaviour is no longer an acceptable way to describe a SEN and underlying needs will be responded to and supported that may present with particular behaviours.

SECTION 4

4.1 A GRADUATED APPROACH TO SEN SUPPORT

The special needs co-ordinator will work closely with teachers and the SENCO of feeder primary schools in coming to a decision about the most appropriate provision for students with special educational needs.

4.2 The SEN Department will administer a screening programme to all students new to the College.

This will include: A reading comprehension test, spelling test and cognitive ability tests.

This will inform the College of students' abilities and potential, sitting alongside departmental subject based assessment

- 4.3 The SEN Department will work closely with pastoral and academic staff to devise effective student programmes.
- 4.4 The College adopts the graduated approach to support students as outlined in the SEN Code of Practice (p 99, 2014) for the identification of provision for students with special educational needs. All teachers' high quality teaching, differentiated for individual students, is the first step in responding to those who have or may have SEN. Additional intervention and support should regularly and carefully be reviewed alongside the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- 4.5 The quality of teaching is regularly reviewed (see other College policies including those on curriculum, pay and progression).
- 4.6 Access to the full curriculum of the College, is to be achieved by the careful differentiation of class work by the subject teacher. Through careful planning the teacher will define what the student is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the Special Educational Needs Co-ordinator on strategies which might be used to help a student achieve the learning objective. It is always the responsibility of the subject teacher to assess whether the objective has been achieved.
- 4.7 All those who teach a student with special educational needs will be informed of the need by the Special Educational Needs Co-ordinator. If a student requires treatment or management different from that normally given to other students, the teacher will ensure that they have full regard to this when planning and preparing their lessons and in their management of the CYP.

SECTION 5

5.1 MANAGING STUDENTS' NEEDS ON THE SEN NEEDS REGISTER AND CRITERIA FOR EXITING THE SEN REGISTER/RECORD

The provision made for students with SEN will be recorded centrally in the SIMs management system, available to teaching and some support staff as relevant and kept up to date in line with The Data Protection Act 1998. Focus will be on student progress, outcomes and rigorous monitoring and evaluation of any SEN Support provided. Details of additional or different provision made under SEN Support will be reviewed, discussed with Parents / Carers and include information on the child's progress, expected outcomes from the support and planned next steps. Information systems including provision mapping and person centred planning will be used to monitor the progress and development of groups of students. Details of SEN, outcomes, teaching strategies and the involvement of any specialists will be recorded as part of this overall approach.

- 5.2 All students accessing support that is over and above the usual classroom differentiation through First Quality teaching will be placed on SEN Support and their progress monitored. These interventions could include Literacy or Numeracy lessons, LSA support in or out of the classroom, Specific Subject Interventions, targeted support at social times.

- 5.3 Provision management will also be used strategically to develop special educational provision to match the assessed needs of students across the College, and to evaluate the impact of that provision on student progress.
- 5.4 Should students need additional funding and support from external agencies/specialists than can reasonably be provided through the delegated funds available at the College, then, in consultation with Parents / Carers, an application can be made to the Local Authority to request funding from the High Needs Block through an Education Health and Care Plan. It may be, in consultation with Parents / Carers and other specialists that an Early Help Assessment (EHA) is generated to review provision and progress prior to or during the completion of an SEN co-ordinated plan (see www.peterborough.gov.uk for information on the graduated approach).
- 5.5 Those students with an Education Health and Care Plan, accessing funding from the LA High Needs Block, will have their additional funding and support identified and reviewed termly with a formal review annually with Parents / Carers and students, in line with the LA statutory process.

SECTION 6

6.1 PARTNERSHIPS – SUPPORTING STUDENTS AND FAMILIES

Arthur Mellows Village College values working in partnership with all Parents / Carers. We will seek to involve Parents / Carers in all decisions about their children. Where appropriate the views of Parents / Carers will be sought during stages of assessment and provision. The College will endeavour to make decisions about assessment or provision by seeking the views of Parents / Carers and the student.

- 6.2 Parents / Carers can find information about SEN on the College Website as well as through the Local Offer at www.peterborough.gov.uk. Information can be found here about admissions, the graduated approach to assessing and supporting students with SEN as well as other agencies and specialists that can be contacted for support and advice. Parents / Carers can request this information as a hard copy from the LA.
- 6.3 In the main, all communications involving decisions made about the support of a student will be recorded. Conversations and telephone calls will be noted and letters will have a section to be signed and returned.
- 6.4 We will try to get to know the Parents / Carers of students with special educational needs and encourage them to ask questions about the College and the provision made for their child. We will seek their help in working with their child at home and will take their views seriously. Together Parents / Carers and teachers can build a far more complete picture of a student and his/her needs than can be done separately.
- 6.5 We recognise that the failure of a parent to participate in the partnership may not indicate lack of interest or willingness.
- 6.6 Liaison with Primary schools and colleges at transition points will form part of a joined up conversation and clarity of centrally held information will support the transition for students as they travel through each year at the College. Students whose needs have been highlighted by teaching staff will be assessed in Years 7 and 9 for any additional support required in Exams and as relevant, applications

will be made through the awarding bodies for any external examination Access Arrangements.

6.7 Through our careful and sensitive handling of matters concerned with special educational needs we will do our best to make every effort to encourage Parents / Carers to work in partnership with us for the benefit of their child.

6.8 The College will keep records of all those who are Parents / Carers and/or have parental responsibility for each student. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the student. We will seek to involve all Parents / Carers or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

SECTION 7

7.1 SUPPORTING STUDENTS AT COLLEGE WITH MEDICAL CONDITIONS

The College recognises that students with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some students with medical conditions may also have a disability and where this is the case the College will comply with its duties under the Equality Act 2010.

7.2 Some may also have SEN, a statement and or Education Health and Care Plan bringing together their health, education and care needs and as such the Code of Practice 2014 will be followed. Each student's needs are considered on an individual basis in discussion with Parents / Carers, the School Nurse and other healthcare professions (see the policy on medical needs and DfE guidance 2014).

SECTION 8

8.1 MONITORING AND EVALUATION OF SEN

All students' progress and attainment is rigorously monitored and reviewed throughout the year. This includes those with SEND. Parents / Carers are updated on progress termly and any interventions and additional provisions are evaluated, reviewed and new targets set against students' individual progress. The SENCO provides information on the progress of those student with SEN to the SMT in academic review meetings.

8.2 The Governors' Students and Safeguarding Committee will evaluate the success of this policy and of special needs provision within the College by enquiring on how effectively students with special educational needs participate in the whole curriculum and all activities. In particular the Committee will come to judgements about: the views of Parents / Carers on the working of parent partnerships; the effectiveness of the staged procedure in meeting needs; how well students with special educational needs take part in the whole curriculum of the College; how independent students with special educational needs become; how resources have been allocated to and between students with special educational needs.

8.3 The Committee's observations on the above matters will be reported to the whole Governing Body.

SECTION 9

9.1 ALLOCATION OF RESOURCES

The Head of College will manage the funds allocated through SEN Devolved funding to meet the differing needs of the students in the College with special educational needs.

9.2 The Governors require the Head of College and Special Educational Needs Co-ordinator to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other students, providing there is no disadvantage to the student to whom they are nominally allocated.

9.3 IN-SERVICE TRAINING OF STAFF AND TRAINING FOR GOVERNORS

In drawing up the staff development and training programmes, the Head of College will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The College's in-service training plans for special educational needs will include details of training for class and subject teachers, the Special Educational Needs Co-ordinator, Learning Support Assistants and other support staff.

9.4 The Special Educational Needs Co-ordinator will assist in the provision of training for teaching and non-teaching staff and keep abreast of local and national updates in SEND.

SECTION 10

10.1 ROLES AND RESPONSIBILITIES – GENERAL

Everyone in the College community – Governors, staff, students and Parents / Carers – have a positive and active part to play in achieving the aim of the College:

10.2 GOVERNORS by fulfilling their statutory duties to students with special educational needs, by securing appropriate resources, by establishing a policy that has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.

10.3 STAFF by acting on the principle that every member of staff is directly responsible for meeting the needs of all students, placing the CYP at the centre of all planning and review, by working in partnership with the Special Educational Needs Co-ordinator, student, Parents / Carers and other agencies and by participating in appropriate training.

10.4 STUDENTS by having their wishes about their own needs regularly sought and carefully considered and reviewed by being central to the 'Assess, Plan, Do, Review' parts of the ASDR cycle of support.

10.5 PARENTS / CARERS through consultation and communication, working in partnership with the College to help meet their child's needs.

10.6 ROLES AND RESPONSIBILITIES – SPECIFIC

Please refer to SEN report on the College website for an up to date list of specific personnel's roles and responsibilities.

10.7 THE SUBJECT TEACHER

- has regard to the College's objective Screening Tests and other assessment information about a CYP, knows where they started and where they need to

be and has strategies within their teaching that explores how the gap can be closed with regard to the peer group

- identifies that a student may have a special educational need, seeks information about this and strategies for teaching them effectively
- plans what each student should learn and adapts where possible their teaching to meet individual needs
- teaches students at all stages
- plans effectively the use of any supporting staff (such as Learning Support Assistants) involved with their students' learning, reviewing their effectiveness in raising attainment and closing gaps
- assesses and records whether learning has occurred

10.8

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

- oversees the College's SEND policy
- advises teachers on how students might meet planned learning objectives
- co-ordinates additional provision for students with special needs
- maintains and disseminates the College's special needs information to relevant staff
- monitors the progress of all students with special educational needs at assessment points by subject teachers, and any interventions which form part of the student's individual education planning
- liaises, and works in partnership with the Parents / Carers of children with special educational needs encouraging communication
- contributes to the training of staff and Governors, liaises and works in partnership with local external agencies, including the Educational Psychology Service, Health Services, Sensory Support Services, Social Services, voluntary organisations and any other specialist service providers as required

10.9

HEAD OF COLLEGE

- has overall responsibility for management of the policy, for assessment and provision for students with special educational needs and for keeping the Governors informed. Any complaints about general or specific provision will be referred to the Head of College in the first instance. Refer to section 14.1.

SECTION 11

11.1

STORING AND MANAGING INFORMATION

Information pertaining to the needs of students is securely stored within the SIMs management system of the College. All paper files containing reports are stored in locked filing cabinets with access restricted to those requiring knowledge to support them in meeting the CYP's needs.

All records are kept securely in line with the College policy on the storage of documents, including the length of time documents should be stored for, when they should be destroyed and how they should be kept.

SECTION 12

12.1

POLICY REVIEW

The Governors will review this policy in line with the procedure for policy review.

Date for Review

If no other reason for review, this policy will be reviewed every three years by the Governors with the next review being Spring 2020.

SECTION 13

13.1 ACCESSIBILITY

The DDA, as amended by the SEN and Disabilities Act 2001, placed a duty on schools and LAs to increase over time their accessibility for disabled students. All new areas have disabled toilets and access. The site is audited to support those with a Visual Impairment and adjustments made where possible. A hearing Loop is available in areas of the College as well as a Portable Loop for those with a Hearing Impairment. The College has lift access for the upper floor.

13.2 ADMISSIONS POLICY

The currently agreed admissions policy of the Governors makes no distinction as to students with special educational needs.

Within the admissions policy, the aim of the College is to meet the needs of the child of any parent who wishes to register at the College. In the case of students with an Education Health and care Plan (EHC Plan)/ statement of special educational needs, the Special Educational Needs Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the student. No student can be refused admission solely on the grounds that s/he has special educational needs.

13.3 SPECIAL FACILITIES

There are ramps and a lift facility that gives disabled students full access to the College buildings. There are automated doors to certain areas of the College, disabled toilets and showering facilities.

13.4 SPECIALIST UNITS

The College does not have any enhanced or specialist provisions / units.

SECTION 14

14.1 COMPLAINTS

In line with procedures outlined in the Code of Practice:

“If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Head of College, or to any member of the Governing Body.”

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak in the first instance to the SEN Coordinator. Should your concern persist speak then to the Head of College, or to any member of the governing body.

If you speak to a Governor the following procedure will take place:

- The Governor will, in the first instance, refer the matter to the Head of College.
- The Head of College will investigate and then contact you within five school days.
- If the matter is not resolved to your satisfaction, it will be referred to the special needs Governor who will consider the complaint and contact you within five school days from the date of receiving your written communication.

SECTION 15

15.1

DEVELOPING RESILIENCE

Bullying of any kind is taken very seriously. All instances of bullying are investigated by the Pastoral Support Team and a culture of zero tolerance is enforced by Heads of Year and Form Tutors.

Staff within the SEN department work closely with CYP to develop their resilience and understanding of the wider world. This can include for example support developing friendships, understanding cultural difference, and areas of social networking or electronic media.

Please refer further to the Students' Anti-Bullying Policy and Protected Characteristics reporting.

APPENDICES Please read this policy in line with other College policies as found on our website (www.arthurmellows.org) including for example the SEN information report 2014, Information on the Catch-Up premium, Pupil Premium Grant, Disability Equality Scheme and Personal Emergency Evacuation Plan (PEEP).

The Local Offer for Peterborough can be found at www.peterborough.gov.uk.