

Scott Medical and Healthcare College

Special Educational Needs Policy

1. Introduction

Our studio school employs dedicated staff that aims to get the best out of every student. We will have 375 students and place each student into classes according to their ability.

Every teacher is a teacher of Special Educational Needs. The aim of the Special Educational needs Coordinator (SENCO) is to provide an opportunity for students with additional needs to access our curriculum. By offering a high level of support and responding to their diverse needs, each student is encouraged to take advantage of the Scott College activities.

Opportunities to develop independent working, greater confidence and raised self-esteem are central to the provision of extra support.

2. Definitions of special educational needs (SEN)

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Post 16 Institutions often use the term learning difficulties. The term SEN is used in this Code across the 0-25 age range but has the same meaning.

3. Deployment of Learning Support Staff

The SENCO manages the support for the students across the school. we will deploy teaching assistants to effectively meet the needs of students. Staff are employed to work within teams and as specialist Intervention practitioners. Each of our support staff has specific qualifications related to working with young people, in particular those with additional

needs. We continually assess the professional development of our staff and initiate training to ensure we maintain a high level of the right support for our students.

4. Different Types of Support Offered to Students

Depending on the needs of the student, support is targeted into whole classes, small group teaching or on a one-to-one basis.

Within a whole class setting, the Teaching Assistant works alongside the teacher to offer support to any child who requires extra help. Practitioners have flexibility in their timetables to meet the changing needs of the students supporting inside and outside of the classroom.

One-to-one and small group teaching is used to develop a range of skills that require support beyond that available in mainstream classes. Structured programmes of work are followed as advised by outside agencies, such as Speech and Language Therapy and social skills. Students work with a Teaching Assistant to improve skills specific to their individual difficulties.

According to need, the skills which can be developed include:

- Literacy and Numeracy
- Social Skills
- Behaviour for learning
- Speech, Language and Communication
- Exam preparation
- Homework
- 1:1 support and mentoring
- Specialist support for students with English as an additional Language.
- Learning Mentoring
- Counselling

5. Literacy and Numeracy Interventions

Effective communication is essential for all of our students. We are committed to ensuring all pupils have the opportunity to develop their skills in Reading, Writing, Communication and Mathematics to ensure that they are prepared for the world of work. We take responsibility for the development of literacy, numeracy and communication across the whole college and believe that, with these skills embedded, learning as a whole can be deeper and more effective.

All students should receive high quality teaching which includes differentiated learning in the classroom. Students with a Statement of Special Educational Needs will receive specific support in line with their needs. Information on students who are on the SEN register is available to all teachers and this will guide them on the best way to support these students in lessons.

There will be students who need extra support to access the curriculum who may be in danger of 'slipping through the net'. Students who are reluctant to start work, produce little work, have difficulty with spelling and handwriting and are reluctant to read aloud. It may be difficult to decide whether their attitude to learning is a result of their poor behaviour or a learning difficulty. These are the students who may benefit from extra support.

Sometimes the quiet, unassuming students who aim not to be noticed have developed coping strategies to hide a learning difficulty. These students may benefit from additional support. There are also students who may have missed a vital piece of a learning programme through illness or a family difficulty who need to catch up.

Literacy and Numeracy interventions might include;

1. Reading Comprehension
2. Spelling
3. Handwriting
4. Grammar/support for writing structure
5. Mathematics
 - Division
 - Multiplication
 - Addition
 - Subtraction

6. Referrals to Other Professionals

Additional help and advice may be sought from the Communication Interaction Team and Education Psychologist, Speech and Language Therapy or specialist teachers within the Local Authority. These referrals will only be organised after the school has consulted with parents about the need to get additional support. In this way other professionals can come into school and meet with students to assess their particular needs, providing the school with specific advice and resources to help remove barriers to learning.

7. Exam Access Arrangements

Students with Special Educational Needs may need additional support during exams when the extra pressure and anxiety may affect them.

Students can be assessed for additional exam support by a specialist teacher after referrals from teachers in consultation with the SENco. This assessment could result in students being entitled to extra time in an exam, being assisted by a reader or a scribe or use of appropriate technology. In order to qualify for these exam arrangements, students must demonstrate in lessons and during assessment that they are more likely to achieve higher marks with this extra support than without it and it should be considered their normal way of working.

For students who may find it difficult or stressful to sit their exams in a large room, we can arrange a quieter room with an invigilator. These arrangement is at the discretion of the

SENCO in consultation with the Exams Officer. Exam rules still apply in all settings and trained exam invigilators ensure that all support provided is strictly controlled.

8. Monitoring and Mentoring Our Students

All teachers keep records of their students' grades and targets to ensure that progress is being made. We note that some students with Special Educational Needs can take longer to make significant progress and reach their goals. We will monitor individual progress carefully to ensure that each student is improving at the appropriate pace.

Admission Arrangements Each student with identified SEN (whether or not they have a statement) is invited to take part in transition planning, as is the SENCO in the current provision and a range of information is collected. Identifying students' special educational needs and becoming familiar with successful strategies already developed by the secondary school is an important part of this procedure. The information gathered is shared with permission and helps to inform the support strategies that can be put in place.

Students with SENs are identified and supported and individual plans are established for the start of term in September. Significant information on students is circulated to relevant staff. In addition to being visited at their secondary schools. All students coming to Scott College in September are invited to the school for an induction day. Included in this day are various assessments which are used to help us create personalised learning plans.

These students may be visited at their Secondary school by the SENCO in order to ensure that adequate preparation can be made for their introduction into Scott College. We have a number of Personal Coaches who support all students including those with statements and a planning meeting is normally held in the Summer Term to prepare for their entry in September.

Staff who meet with students transferring to Scott College other than at normal secondary transfer will pass any SEN related information to the SENCO. A further interview may then take place. Provision is made for mid-year admissions to sit a numeracy and literacy assessment.

9. Moving on to Further Education

There are many opportunities within the Sixth form at Scott College to experience courses and work placements within a range of settings while supported by staff at the college. As well as support from the Careers advisor and Careers South West officers that are based within the MAT to assist student to make an effective transition to the next step towards a fulfilling career.

Our partners at Plymouth University and within NHS Plymouth and Livewell Southwest will assist with supported visits, help with applications and relevant experience to support transition into Higher Education, apprenticeship or employment.

Appendix 1

EHC Plans

Requesting an Education, Health and Care needs assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a young person:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of the school (this should ideally be with the knowledge and agreement of the parent or young person)

In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Bringing a child or young person to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

Appendix 2

The role of the Local Governor with responsibility for SEN provision.

The role of the SEN governor is strategic, developing and maintaining an awareness of special needs provision and the impact of this provision in the school on behalf of the local governing body.

- Raising awareness of SEN issues at local governing body meetings
- Understand how the responsibilities for SEN provision are shared within Scott College
- Meet the SENCO on a regularly to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy
- Discuss with school staff the outcomes of the Scott College's monitoring and evaluation of the provision made for pupils with special educational needs and report this to governors
- Through regular training and updates on legislation and policy changes keep informed about developments in the area of special educational needs, nationally, locally and within Scott College
- Ensuring that the school's SEN budget is appropriately allocated to support pupils with SEN
- Ensure that the SEN policy is linked to the Scott College Improvement Plan and the budget setting process
- Reporting up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within Scott College
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the Scott College website publishes the SEN offer

Appendix 3

Identification of SEN

1. How does Scott College identify that a child has a special educational need?

The SENCO and the teacher responsible for transition will liaise with schools to ensure that information on students is shared effectively. On entry, the college will undertake relevant assessments of all students to ascertain their ability/difficulties and a profile of their needs.

This information will be used alongside data from schools to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the student's need will be initiated. Where relevant the SENCO will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

Details of each student with Special Educational Needs including the nature of their learning disability, recommended teaching strategies, strengths history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made. It is the responsibility of all staff to liaise with the SENCO should they have any concerns that a student may have previously unidentified Special Educational Needs.

2. Who are the best people to talk to in this school if I think my child might have a special educational need?

At this school we operate a graduated approach to student need. The first contact being the Tutor. If the concern persists the Tutor may complete an SEN concern form or will signpost you to the Head of Year. They may seek a consultation with the Special Educational Needs Coordinator (SENCO).

3. Who is the person responsible for children and young people with SEN?

At Scott College progress of all young people including those with SEN is the responsibility of the class teacher. The overview of SEN students' is the responsibility of the SENCO who will monitor, coordinate and evaluate the provision of these students.

4. What training or specialist expertise do staff have around SEN?

The College places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the College and SEN training is part of this staff development. The SENCO works closely with Senior Leadership to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure it addresses the needs of current students.

5. What further external support can school access to support children with SEN and their families?

For students:

- Careers South West
- Psychology Service
- Educational Welfare Officer
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Speech Therapy
- Counsellor
- Communication Interaction Team
- Sensory Support
- Youth Offending Team
- School Nursing service
- Youth Service
- Inclusion Workers

For families:

Plymouth Information Advice and Support for SEN is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school. They can be contacted on 01752 258933 or at 0800 953 1131 The Common Assessment Framework (CAF) is a multi-agency approach used to support families who are facing challenges

6. How are parents/ carers and children with SEN supported to share their views and concerns and work alongside the school?

Regular communication between home and school is essential and central to the child's progress, a telephone call, letter, text or email may be used to support/initiate communication with you to discuss progress, concerns, and share information about what is working well at home and school, so that similar strategies can be used.

7. Who is the person I should talk to if I have a concern about the support being provided for my child at the school?

How can I share my concerns or make a complaint? Any formal complaints should be made through the Complaints Procedure as detailed on the Scott College website

www.scottcollege.co.uk

8. Where can I find information about the Local Authority's Local Offer for children and young people with SEN and their families?

www.plymouthonlinedirectory.com

9. How does the school support children with SEN and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEN and take steps to ensure that any transition is as smooth as possible. The SENCO actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education. As children approach transition point schools and colleges should help their children and their families with more detailed planning. If your child is moving to another school or college the current school will:

- contact the school SENCO
- The SENCO of the secondary school may be invited to annual reviews, EHC meetings or Team around me meetings.
- Year 9 should aim to help children explore their aspirations and how different post 16 education options can help them to achieve these.
- Year10 should aim to support the child and their family to explore more specific courses.
- Year11 firm up their plans for post 16 options.
- Information regarding with the needs of the students will be shared with the next educational provider and support for transition visits where required.

