



Special Educational Needs Policy – ICC January 2017

The SENCO at Irlam and Cadishead College is:

Barry Wheller (December 1st 2017)



Special Educational Needs and Disability Policy

In this document the term 'parents' is used to signify parents and/or carers, i.e. all those who have parental responsibility for a child or young person.

SCOPE OF POLICY

This policy applies to students with special educational needs (SEND), their parents and all staff.

KEY REQUIREMENTS/ LEGAL DUTIES

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

DEFINITION OF SEND

A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream Colleges or mainstream post-16 institutions*

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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 Colleges, maintained nursery Colleges, and mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

CORE PRINCIPLES

ICC fully endorses the SEND Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

ICC is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the College life is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the Academy and is an efficient use of the Local Authority's resources.

OBJECTIVES OF THIS POLICY

- To identify and provide for students who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice (2015)
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To ensure access to the curriculum for all students.
- To provide support and advice for all staff working with students who have special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and involve outside agencies when appropriate.

The success of the school's SEN policy will be measured against these objectives.



DISABLED STUDENTS

Many children and young people who have SEND may have a disability which is defined under the Equality Act (2010) as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

MEDICAL NEEDS

The definition of disability in the Single Equality act (2010) includes children and young people with long term health condition such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people with such conditions do not necessarily have SEND but there can be a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and Disability Legislation. The school has paid due regard to the statutory guidance entitled:

“Supporting Pupils at School with Medical conditions (2014)”

EQUALITY DUTIES

The SEND Code of Practice (2015) highlights the duties that schools have with relation to disabled children and young people under the Equality Act 2010. The specific duties placed on schools are included in the Equality Act 2010:

- They must not discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory:
- Adjustments must be planned and put into place in advance, to prevent that disadvantage.
- Schools must be pro-active in meeting their duties and our commitment is outlined in our Single Equality Scheme and Accessibility Plan.

In keeping with the ICC’s equality principles, we affirm that;

- All learners are of equal value
- We recognize, respect and value difference and understand that diversity is strength.
- We foster positive attitudes and relationships.
- We foster a shared Sense of cohesion and belonging.



- We have the highest expectations of all our students.
- We work to raise standards for all students, but especially for the most vulnerable.
- We observe good equalities practice for our staff.

IDENTIFYING AND ASSESSING STUDENTS WITH SEND

ICC is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice (2015). The Graduated Response Model encompasses four stages of action: **assess, plan, do and review**. Children and young people are included on our SEND register when they have been identified as a concern. Following the advice of external professionals it may be necessary to refer a child or young person to the Local Authority to request an Education Health Care Plan. A range of evidence is collected through the usual assessment and monitoring arrangements which are outlined later in this policy.

ICC has a clear approach to identifying and responding to SEND. All staff at ICC are responsible for identifying students with SEND and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to ICC every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.
- Information from the primary school is used to shape the students' curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.
- ICC regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is updated five times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - be significantly slower than that of their peers starting from the same baseline
 - fail to match or better the student's previous rate of progress
 - fail to close the attainment gap between the child and their peers
 - widen the attainment gap
- This can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out



further class based assessments. A period of additional class based interventions will then follow.

- If, despite class teacher intervention the student continues to make less than expected progress, the SENCo will then coordinate further investigation and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEND includes an early discussion with the student and their parents. These early discussions with parents enable ICC staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the Academy will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SEND leader will draw on more specialised assessments from external agencies and professionals.

Graduated Response Model

High quality teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. This requirement has been strengthened in the [SEND Code of Practice \(2015\)](#).

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- At ICC students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- ICC reviews the quality of teaching (3 times a year) for all students, including those at risk of underachievement. In addition, the SENCo carries out learning walks to observe the quality of teaching for SEND students that is in place across the curriculum.
- There is regular advice and training delivered by the SENCo for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- Where necessary outside agencies deliver bespoke training.



- Staff are able to observe outstanding teaching of students with SEND as part of normal staff development opportunities.

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the ICC's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the on ICC's information system (SIMS) and shared via the student One Page Profile.
- Where it is decided that a student has a special educational need (SEND), this decision is recorded in the ICC records and the parents are informed.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



This is part of the **assess, plan, do** and **review** cycle

Assess

The students' needs based on information and data.

Plan

Additional support for that student based on the assessments carried out

Do

Carry out the additional support as agreed for the agreed timescale.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date.

This graduated approach will be led and co-ordinated by the SENCo working with and supporting individual practitioners in ICC.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews can be found in Chapter 9 of the [Special Educational Needs Code of Practice 0-25, \(2015\)](#).

This process of a Graduated Response to need in school is supported by the Local Authority model of School Intervention Bands (A, B and C). When staff identify a student with SEND, usually he/she will be provided with interventions that are additional to, or different from those provided as part of the school's usual differentiated curriculum offer. Students will be placed into school Intervention Bands which provide a financial tool to schools in order to determine the cost of interventions and to provide the Local Authority with evidence should the student require more intensive support funded by the Local Authority (in the form of an Education, Health Care Plan).

Transitional reviews and good liaison with primary SENCo's promote early identification of need. In year 6, all Students are assessed on entry as well as making use of KS2 data. In addition to this, individual tests are administered to Year 7 students already identified by primary feeder schools as having a special educational need. CAT tests, for Year 7 students, take place in September. The results of all assessments are used to identify any other students who may require additional help. Individual diagnostic testing may also be used to identify any specific need.



If a teacher or teaching assistant has a concern about a child they may refer them directly to the SENCo using the SEND referral sheet who may then initiate further investigation. A round robin form may be issued to all the student's teachers in order to gather detailed information about the student's performance in all curriculum areas. A SEND book look and lesson observations will take place if necessary to gather further information on the student. Individual assessments and/or diagnostic testing may be used if appropriate.

All teaching and non-teaching staff are responsible for differentiating the curriculum for all students, and in particular for those with special educational needs and to monitor their progress. Curriculum Leaders who have responsibility for areas of the curriculum will review and monitor the progress made by students in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo and any concerns should be referred to them.

The [SEND Code of Practice \(2015\)](#) does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, there are some areas which are not SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a service man or woman

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the Academy, in partnership with parents and the young person, will endeavour to identify.



CURRICULUM

SEND students have access to all areas of the school curriculum and are encouraged to participate as fully as they can. Disapplication may be considered if it is thought to be in the child's best interest.

Teacher lesson planning meets the needs of all students and it is the responsibility of the class teacher, with advice from the SENCo and teaching assistants, to differentiate materials to meet the individual needs of students.

In order to develop basic skills in literacy and numeracy, small groups of students or individuals may be withdrawn from lessons to be taught by specialist teachers, teaching assistants or other professionals. Social skills training, behavioural programmes and circle time activities may also be delivered during withdrawals.

The SEND department is well resourced and a wide range of materials is available to meet student's needs; IT facilities are also available within the department.

ACCESS TO FULL SCHOOL LIFE

It has long been ICC's practice to ensure that students with learning difficulties or disabilities are able to take a full and active part in all aspects of school life, in order to promote self-image and to encourage other students to appreciate their difficulties and to become supportive.

All students with SEND are actively encouraged to participate in the full range of activities on offer. These may include participation in school assemblies, school plays or productions, school bands or choirs, sporting activities, tutorial duties, work experience etc. Students may, as part of their curriculum studies be required to go on school trips or outside visits and at such times will be supported by a teaching assistant if necessary.

The development of interpersonal and social skills, which will be of value to students in the adult world, is considered particularly important. At ICC we value students as individuals and endeavour to enable them to develop as confident, caring members of society, mindful of their difficulties, but able to build upon personal strengths in order to achieve.

SUPPORT FOR STUDENTS

The school provides a wide range of support to meet the needs of all students. This includes:

- High quality teaching
- Individual/group in-class support.
- 1:1/small group withdrawal sessions.
- Individual study programmes.



- Access to ICT facilities, computer programs and the Internet.
- Clubs within the SEND department to provide supervision prior to school, at breaks and lunch times.
- Help with homework is available prior to the school day, at breaks, during lunch times and after school in the Library
- Mentoring services.
- Drop-in session – school nurse.
- Individual student behaviour monitoring.
- Pastoral Support Programme.
- Inclusion facilities.
- Exam considerations and concessions where appropriate.
- Physiotherapy
- Occupational Therapy
- Speech and Language therapists
- Educational Psychologist
- Visual and Hearing Impairment specialists
- Learning Support Services
- Secondary Inclusion Service

INCLUSION

At ICC we accept the principle of inclusion and the rights of students with profound learning, medical or emotional difficulties to be taught within a mainstream school environment.

Consideration will be given to:

- The student's ability to access the curriculum, albeit differentiated.
- The student's level of mobility, in relation to the geography of the school/accessibility to rooms.
- The rights of the other students, and possible negative affects upon their learning/social or emotional development.
- Alternative teaching environments which may be more appropriate and beneficial in providing a curriculum conducive to personal development.

SOCIAL INCLUSION (Social Emotional and Mental Health difficulties)

Social inclusion specifically relates to students who are educationally challenged in terms of their Social Emotional and Mental health (SEMH).

We endeavour to encourage students who have SEMH needs to take responsibility for their own development and to have regard for their peers.

At ICC we have a behaviour framework in place designed to identify those students demonstrating anti-social or unacceptable behaviours. Initially when such students are



identified, the form tutor or progress and development leader takes responsibility for setting and monitoring targets. If this procedure does not successfully resolve the problem, then the SENCo will become involved. Reasonable adjustments will form part of the intervention and support made available for students with SEMH difficulties.

Parents will be invited into school to discuss their child's behaviour and a plan with agreed targets, signed by both student and parents, may be put in place. Students on this kind of behaviour contract are closely monitored. If students continue to fail to meet agreed targets and their behaviour has a detrimental or damaging effect on the education of their peers, then temporary fixed term or permanent exclusion may be considered.

Parents are kept informed at all times and emphasis is placed upon building personal strengths and attempting to motivate the student to succeed, with positive home/school liaison.

Children and young people may experience a range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder.

LINKS

Good liaison with feeder primaries is important and fostered and where possible the SENCO will attend transitional reviews of pupils with special educational needs. This applies to students who move on to other educational establishments from ICC during years 7-11 and also post 16.

MONITORING THE EFFECTIVENESS OF SEND PROVISION

- Views of the stakeholders
- Annual Reviews
- Testing
- Baseline data (progress against this data)
- Reviewing Targets
- Monitoring of classroom practice
- Analysis of student data and test results
- School self-evaluation
- The Schools Whole School Strategic development Plan
- Feedback from pupils
- Feedback from parents

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- Multi- agency meetings
- Advice from external professionals from Health, Education and Social care.

ROLE OF THE SENCO

SENCo: Mr Barry Wheller

Tel; 0161 921 2243

Email; barry.wheller@salford.gov.uk

The SENCo plays a crucial role in ICC's SEND provision.

SENCo responsibilities include:

- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for students with SEND, including the transition class
- Liaising with and giving advice to staff
- Advising on the graduated approach to providing SEND support
- Delivering high quality training to staff
- Ensuring that ICC keeps the records of all pupils with SEND up to date
- Liaising with students with SEND and their parents
- Liaising with the relevant Designated Teacher where a looked after student has SEND
- Liaising with external agencies
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned organising access arrangements for public examinations
- Tracking SEND students' attainment and progress to ensure that the gap between SEND and non-SEND continues to reduce.
- Advising on the deployment of the ICC's delegated SEND budget and other resources to meet pupils' needs effectively
- Leading on the department's improvement planning
- Working with the principle and governing body to ensure that ICC meets its responsibilities under the [Equality Act \(2010\)](#) with regard to reasonable adjustments and access arrangements

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCo for the school.

The SENCo must be a qualified teacher working at the school. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve



a National Award in Special Educational Needs Co-ordination within three years of appointment.

A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcome. When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCo to fulfil the duties outlined in the [SEND Code of Practice \(2015\)](#). Any selected course should be at least equivalent to 60 credits at postgraduate study.

The school should ensure that the SENCo has sufficient time and resources to carry out these functions. This should include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

THE ROLE OF THE GOVERNING BODY

The designated SEND governor is: Anthony Field

The Governing Body's responsibilities to students with SEND according to the [SEND Code of Practice \(2015\)](#) include:

- Having a designated Governor to oversee SEND within ICC
- Work with the SENCo to annually update the SEND information report on the Academy's website
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND are fully involved in college activities
- Having regard to the [Code of Practice \(2015\)](#) when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy

ROLE OF THE CLASSTEACHER

The class teacher is responsible for:

- The progress and development of all students in their class, including where students access support from teaching assistants or specialist staff
- Providing an inclusive environment within their classroom for children and young people with SEN and for providing an appropriately differentiated curriculum
- Identifying children and young people with SEN within their class and referring to their Curriculum Leader, Progress and Development Leader or SENCO



- Being fully aware of the information about, and needs of, the children and young people they teach, particularly those with SEN and those with an Education, Health and social Care Plan
- Contributing to targets and ensuring they are implemented within their classroom to support the child or young person's needs
- Making themselves aware of this policy and procedures for identification, monitoring and supporting children and young people with SEN
- Giving feedback to parents of children and young people with SEN.

COMPLAINTS PROCEDURE

The school's complaints procedure is available upon request from the school office. In the first instance please contact your son or daughter's

- Form teacher

Should the matter not be resolved please contact:

- Progress and Development leader
- Curriculum leader if it is subject specific
- SENCo

In the unlikely event the matter is not resolved please contact:

- The Principal
- Chair of governors

PUBLISHING INFORMATION: SEND INFORMATION REPORT

ICC's governing body in conjunction with the SENCo will publish information on the website about the implementation of the policy for students with SEND.

- The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.
- The information will include
 - The kinds of special educational needs that are provided for
 - Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SEND leader
 - Arrangements for consulting parents of children with SEND and involving them in their child's education
 - Arrangements for consulting young people with SEND and involving them in their education
 - Arrangements for assessing and reviewing student's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review



- Arrangements for supporting students in moving between phases of education and in preparing for adulthood
- The approach to teaching students with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND
- The expertise and training of staff to support students with SEND, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for students with SEND
- How students with SEND are enabled to engage in activities available with students in the Academy who do not have SEND
- Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying
- How ICC involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families
- Named contacts for if a parent has concerns
- Arrangements for handling any complaints from parents of students with SEND about the provision made at ICC
- Information on where the local authority's Local Offer is published.