
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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Governors' Committee:	Curriculum Development Committee
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Vision

Collingwood College respects the unique contribution that every individual can make to the community and seeks to place this contribution within a clear structure, which embraces high academic aspirations and accepts individual differences in ability, aptitude and level of skills.

This is underpinned by our core values: Integrity, Aspiration, Perseverance, Achievement, Inclusiveness.

Collingwood College uses the definition for Special Educational Needs and Disability (SEND) from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that generally provided for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have Special Educational Needs (SEN) may have a disability. The Code of Practice states that special educational provision should be made when a student **“has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions”**. This should be read in conjunction with the Equality Act (2010), which states that a disability is **“.....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”**.

1. Aims

Our SEND policy and information report aims to:

- Set out how our College will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

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 Colleges' responsibilities for students with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out Colleges' responsibilities for education, health and care (EHC) plans, SENCO and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The SENCO

The SENCO is responsible for coordinating the running of SEN provision. They will:

- Work with the Principal and the governor responsible for SEN, to determine the strategic development of the SEN policy and provision in the College
- 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
- 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the College's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the College keeps the records of all students with SEN up to date

3.2 The governor responsible for SEN

The governor responsible for SEN will:

- Help to raise awareness of SEN issues at relevant committee meetings
- Ensure that the monitoring of the quality and effectiveness of SEN and disability provision within the College is effective
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the College

3.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the College.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

3.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every students in their class
- Working closely with any LSA 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 to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

4. SEN information report

4.1 The kinds of SEN that are provided for:

The 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

4.2 Identifying students with SEN and assessing their needs

The SENCo will maintain a register (the Special Educational Needs Register) which details all students who are identified as having special educational needs, additional needs (information about other possible barriers to learning will be accessible for staff through the student hub, which is available on OneNote, i.e. EAL needs, Young Carers).

We will assess each student's current skills and levels of attainment on entry using midYIS, 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 child's previous rate of progress
- Fails to close the attainment gap between the child 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.

4.3 Consulting and involving students and parents

The SEN department create one-page profiles for students who they monitor and for students on the SEND register, who also have a SEND arrangement document. These are available to staff on the student hub (OneNote) and also on SIMS.

The SEN department will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and a copy given to their parents.

The SENCo will formally notify parents when it is decided that a student will receive SEN support.

4.4 Assessing and reviewing students' progress towards outcomes

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

The 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 assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, 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. SEN will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

4.5 Supporting students moving between phases and preparing for adulthood

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

For students with an Education, Health and Care Plan (EHCP), we will run transition reviews which support students on their next steps into adulthood.

The SENCo attends meetings with primary Colleges to support transition from Year 6 into Year 7.

4.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

Quality First Teaching is our first step in responding to students who have SEN. This will be adapted for individual students. Teachers will have access to information to help them support students with SEN, on the student hub.

In addition to adaptive teaching, we provide interventions run by subject departments and by the SEN department. For example social skills groups, or small group intervention work. We also offer in class learning support assistants for students who are high need (i.e as written into an EHCP).

4.7 Adaptations to the curriculum and learning environment

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

- Adapting 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
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visuals etc.

4.8 Additional support for learning

We have HLTAs and LSAs who are trained to deliver interventions supported by outside agencies such as speech and language. HLTAs/LSAs will support students on a 1:1 basis when this is directed on an EHCP. HLTAs/LSAs will support students in small groups during morning registration (i.e. paired reading, numeracy, comic strip conversations)

We work with the following agencies to provide support for students with SEN, for example:

- Mindworks (CAMHS)
- Specialist Teachers for Inclusive Practice (STIPS)
- Educational Psychology service (EPS)
- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)

4.9 Expertise and training of staff

Our SENCO has an MSc in SpLD (dyslexia) and holds the National SENCo Award. The SENCO is not allocated a teaching timetable to ensure they have sufficient time to fulfil their role.

We have an SEN team which is made up of Learning Support Assistants, Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision and teachers (Aspire and Deputy SENCo).

4.10 Securing equipment and facilities

Where needed the SENCo liaise with outside agencies (i.e., physical and sensory service) to ensure we have access to the right equipment to support students.

4.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after usually 6 weeks
- Using student voice
- Monitoring by the SENCO and Deputy SENCo
- Using provision maps

- Holding annual reviews for students with EHC plans

4.12 Enabling students with SEND to engage in activities available to those in the College who do not have SEND

All students are encouraged to take part in sports and extra-curricular activities. No student is ever excluded from taking part in these activities because of their SEN or disability. As a College we will make reasonable adjustments to ensure that students with SEND can access all extra-curricular activities and College visits, to include all residential trip(s).

Arrangements for the admission of disabled students, i.e.

- All students whose education, health and care (EHC) plans name the College will be admitted before any other places are allocated
- Any of your oversubscription criteria that prioritise students with disabilities
- An explanation of how your oversubscription criteria avoid unfairly disadvantaging students with a disability

Students with SEN are treated fairly across the College.

We allow access to IT to support learning where this is needed. We work with parents and outside agencies to ensure students have fair and equal access to our educational offer.

The College's accessibility plan is available on the College website and aims to:

- Improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled students

4.13 Support for improving emotional and social development

We have a robust pastoral offer and our Year Managers, pastoral assistants and student support officers provide students with emotional support when appropriate. In addition to this, we have an ELSA who supports students with their emotional development and a Mental Health Support Team who are commissioned by the NHS but work from within the College.

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

- Students with SEN are encouraged to be part of the College council and the SEN student voice group.
- Students with SEN are also encouraged to be part of any College club; some are invited to the ALC (SEN department) where they can have a quiet space with small groups of students at break and lunch time.
- We have a zero tolerance approach to bullying.

4.14 Working with other agencies

Collingwood College works in partnership with the Local Authority and other agencies to support students. The SENCo and Learning Support team will liaise and work with outside providers (e.g. Specialist Teachers for Inclusive Practice, Physical and Sensory Support Service, Educational Psychologists) to adapt support and gain advice when needed. The Local Authority works in partnership with the College and provides information, advice and guidance for students with EHCPs (i.e. at transition reviews).

The College will ensure that effective liaison occurs with a variety of organisations, for example: Children's Services, NHS professionals, and local authority specialists (i.e. speech and language). We also work with voluntary organisations as appropriate, for example EIKON and Camberley Youth for Christ.

4.15 Complaints about SEN provision

Complaints about SEN provision in our College should be made to the SENCo in the first instance via the parent communication system. They will then be referred to the College's Complaints Procedure.

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

- Suspensions / Permanent Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

4.16 Contact details of support services for parents of students with SEN

[National Autistic Society](#) – support for young people and families who have autism.

[Haven](#) - Safe Havens provide out of hours help and support to people and their carers who are experiencing a mental health crisis or emotional distress

[British Dyslexia Association](#) – support for young people and families with dyslexia.

[ADHD foundation](#) - support for young people and families with ADHD.

[IPSEA](#) – independent advice service for parents and young people

[SEND advice Surrey](#) - independent advice service for parents and young people

4.17 The local authority local offer

The College's contribution to the local offer can be found in our information report which is published on our website.

Parents can access information about local SEND services by looking at [Surrey's local offer](#).

Parents can discuss their child's needs and gain advice by using the [Learner's Single Point of Access \(LSPA\)](#)

5. Monitoring arrangements

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Curriculum Development Committee.

6. Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Management of Behaviour Policy
- Equality information and objectives
- Supporting Students with Medical Needs Policy

Appendix A

College Statement Regarding Use of Computers for Examinations

Use of computers for examinations

Collingwood College is committed to ensuring that disabled students who have difficulty handwriting and recording information are not disadvantaged in their education.

Students that have below average writing speeds and better typing speeds are reviewed by the SENCo. If use of a computer may make a substantial difference to the student's access to education, it is suggested to the parents/carers that the use of a computer may benefit the student. It is the responsibility of parents/carers to consider the information and provide a computer if they wish to facilitate use of a computer at College.

In the case where writing is illegible or writing which is consistently poorly organised, use of a computer within the centre and for examinations will be considered by the SENCo. Teaching staff are responsible for informing the SENCo around any concerns regarding speed of writing or illegible writing so the student can be assessed.

If the student and parents/carers wish to pursue the use of a computer, the student brings in a computer for a trial period. If using a computer becomes established as the student's normal way of working within the centre, then they will be permitted to use one provided by the College in their examinations. The student does not have to be on the Special Needs Register to qualify for use of a computer but does have to satisfy the above criteria.

Use of computers is monitored by teaching staff and Head of Departments who are responsible for updating the SENCo regarding any change of a student's normal way of working.