

The Community College Whitstable Special Educational Needs and Disability Policy/Information Report



Chair of Governors

Date

AG

Mrs A M Gibson, Headteacher

Date

The policy will be reviewed annually but will be amended before then if required.

Next review due: November 2017

Special Educational Needs and Disability Policy/Information Report

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) Chapter 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 025 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 & 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been written by the SENCO with the SEN Governor in liaison with the senior leadership team, all staff and in consultation with parents of pupils with SEND.

At The Community College Whitstable we are committed to offering an inclusive curriculum that secures the best possible outcomes for all students irrespective of need or ability.

Staff have high expectations of students with disabilities providing appropriate teaching and learning experiences within a supportive and nurturing pastoral framework. The school aims to celebrate successes, nurture student expectation and develop confidence and ambition.

The school aims to support independent learning of all students in partnership with the wider community and parents.

AIM

At Community College Whitstable we aim to build confidence and resilience in all students regardless of ability. All students including those with high needs should have the support they require and targeted resources to ensure they make progress and that they are able to access mainstream lessons with learning needs identified and addressed.

The school aims to:

- Work with primary schools to ensure appropriate transition and provision for higher needs students.
- Ensure quality first teaching is embedded in all lessons. All staff have a clear awareness of the barriers to learning of all students and have a shared responsibility for the access to learning and inclusion all students with special educational needs.
- Provide all students access to the whole curriculum promoting the philosophy of inclusion.
- Maintain learning and promote progress through regular discussion and feedback between staff students and parents.
- Monitor assessment, progress and actions for SEND students to ensure barriers to learning are addressed.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils.

- 5. Use external agencies effectively where applicable

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are four broad areas of need and these categories are detailed in the SEND Code of Practice 2014 as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

CCW Criteria for Placement on SEN Register:

Broad Area of Need	Bullet point	Specific Area of Need
Communication and Interaction	6.28	Students with specific speech and language issue communicating with others
	6.29	Students with ASD
Cognition and Learning	6.30	Students with profound and multiple learning difficulties, associated difficulties with mobility and communication. Students who learn at a significantly slower pace than their peers – students with SLD
	6.31	Specific learning difficulties such as dyspraxia, dyscalculia and moderate to severe dyslexia as diagnosed by a practicing education professional
Social Emotional and Mental Health Difficulties	6.32	Students who exhibit disturbing or severely challenging behaviours to include substance misuse, eating disorders, self-harm,
	6.32	Students with ADD, ADHD attachment disorder
Sensory and / or Physical needs	6.34	Students who require special education provision due to a disability that hinders access to the curriculum to include visual, hearing and multisensory impairment
	6.35	Students with a physical disability that requires additional and specific support.

The purpose of identification is to decide what action the school needs to take in order for the needs of the pupil to be met.

At The Community College Whitstable, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The following may impact on progress and attainment but are not SEN:

- Disability (the CoP outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision for him or her.

A child of compulsory school age or a young person has a learning difficulty 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (SEN Code of Practice 2014 p4).

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010- that 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial,' (SEN Code of Practice 2014 p4).

Identification and Assessment of Pupils with SEND

At The Community College Whitstable we monitor the progress of all pupils up to six times a year to review their academic progress. We also use a range of strategies to assess pupils at various points commensurate with their age and stage.

The SEN Code of Practice (2014 6.17) describes inadequate progress of a student as:

- 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 rates of progress
- Widens the attainment gap

Where progress is not sufficient, even if Special Educational Need has not been identified we put in place extra support to enable students to catch up. Learning support is provided for students in various ways:

- Differentiated teaching and learning in mainstream lessons
- Marking and assessment that is related to learning barriers, and subject specific targets
- In class support, ultimately each teacher has the responsibility to meet the needs of all the students in the school in their curriculum
- Small group withdrawal (English, maths and science)
- Individual withdrawal
- Support from a professional associated with the school
- Access arrangements in exams for identified students
- Mentoring support in year 11
- Raising attainment leader support
- Revision sessions
- Masterclasses

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty these would include dyslexia screening, academic progress tests. At CCW we are experienced in using: detailed assessment of speed of handwriting (DASH), Access Reading Test (ART), Wide Range Attainment Test (WRAT 4), Wide Range Intelligence Test (WRIT),

Diagnostic Reading Test, and Comprehensive Test of Phonological Processing (CTOPP2). These are administered and scored by a trained specialist teacher.

Additional advice may be sought when appropriate. The purpose of this more detailed assessment is to understand which additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and if necessary amended.

At this point we may have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resources (but would not maintain this progress without it) we will continue to identify the pupil as having special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The admission arrangements of Students without a statement of Special Educational Need? Education, and Health care plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs.

Effectiveness of Provision of Pupils with SEND

Pupils with an education health and care plan or statement of special education needs will have an annual review of provision made for the child, which will enable examination of the effectiveness of provision.

Every pupil at CCW has their progress tracked up to six times per year. Students with Special Educational Needs may have further assessments of relevant to their needs.

A student who is deemed to have a Special Educational Need will have assessment information analysed to show whether adequate progress is being made

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For specific learning needs, such as those related to literacy or language will be withdrawn from lessons to participate in small group or one to one sessions.

The Community College Whitstable's approach to teaching Pupils with SEND

High quality teaching, differentiated for individual pupils is the first step in responding to students who have or may have been SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review 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' SEN Code of Practice (2014 6.37).

Regular reviews of the quality of teaching and learning for all pupils are completed, and teaching is judged in line with Ofsted criteria and the national standards.

The Community College Whitstable follows the advice given in the Mainstream Core Standards on how to adapt the curriculum and learning environment for pupils with special educational needs. In meeting the Mainstream Core Standards, the school employs some additional teaching approaches as advised by internal and external assessments: one to one reading, comprehension, phonic reading schemes, small group and one on one literacy work, accelerated reader programme, computer software packages.

We incorporate the advice provided as a result of assessments both internal and external, and the strategies described in statements of special educational needs/ Education Health and Care Plans.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school, and that there are sufficient resources to deeply additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required.

As part of our requirement to ensure our curriculum and learning environment is appropriate the school building and its layout allows for the school to include physical elements that will support the accessibility to the curriculum for all students. These include lifts, wheelchair access, throughout the school, bespoke equipment and furniture and other resources are needed from time to time.

The Community College Whitstable understands that an important feature of a school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly through conversations pupils have with adults throughout the day. We employ a range of strategies but may also make external referral through the Early Help, CAMHS (Child and Adolescent Mental Health Services) and local LIFT (Learning Inclusion Forum Team).

Clubs and Trips

All clubs, trips and activities offered to students at The Community College Whitstable are available to students with Special Educational Needs either with or without a statement of Special Educational Needs/ Education Health and Care Plan. Where it is necessary the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

The Community College Whitstable Exam Support and Arrangements for SEND Students

For students who have specific learning needs/ barriers to learning that are identified through progress/ discussion with staff and parents access arrangements and reasonable adjustments for all exams will be fully addressed.

In accordance with the Equality Act of 2010 the centre will provide access to suitable courses, submit applications and make reasonable adjustments to the service the centre provides to disabled candidates to ensure equality and transparency in access to all qualifications. All arrangements will be carried out in accordance with Access Arrangements and Reasonable Adjustments document for 1 September 2015 to 31 August 2016.

CCW will ensure that where a candidate with a learning difficulty requires an assessment of his/ her needs he/she will be assessed by an appropriately qualified specialist assessor as appointed head of centre. CCW will submit any applications for access arrangements or reasonable adjustments ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement.

A file will be kept in the exams office which contains evidence for each application with the downloaded approval for the arrangements supporting evidence of need and a signed data protection notice. The requests for modified / enlarged/ coloured papers will be submitted within the given time frames.

Name and Contact Details of The Leader for Special Educational Needs (SENCo)

The SENCO is: Emily Clark, email: eclark@ccw.kent.sch.uk

BA English and History (Jt Hons)
PGCE in English 11-18 (Distinction)
Qualified Teacher Status
Specialist Teacher of Dyslexia
Currently completing National Award for Special Educational Needs

Training for all Staff

A programme of continuing professional development is provided for all staff. Staff newly appointed to the school and newly qualified teachers also have access to training programmes. Where external advisers recommend the use of equipment or facilities which the school does not have, we will purchase it – within reason- using the notional SEN funding, or seek it by loan. Where necessary relevant staff will be trained in appropriate use of equipment and resources.

Involvement of parents

All parents are invited to discuss the progress of their child at parent's evenings and receive progress information throughout the year. In addition, we are happy to arrange meetings outside these times.

Parents of pupils with a statement of special educational need or an education health and care plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil.

Consultation and Involvement of child or Young Person

When a student is identified as having a Special Educational Need because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later year.

Arrangements for Complaints from parents of students with Special Educational Needs

The normal arrangements for the treatment of complaints at community college Whitstable are used for complaints about the provision made for Special Educational Needs. We encourage parents to discuss their concerns with learning coaches, class and or subject teachers, heads of dept, raising attainment leaders or a member of the senior leadership team to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then the complainant can appeal to the first –tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

How the Governing body involves other bodies in meeting the needs of students with Special Educational Needs and in supporting the Families of such students

The Governing body have engaged with the following bodies:

Free Membership of LIFT to access specialist teaching and learning teaching service

Service level agreement with the Educational Psychology through the coastal alliance partnership

Access to local authority service level agreement with Speech and Language Therapy

Contact Details of Support Services for the Parents of Students with Special Educational Needs

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with Special Educational Needs or Disability. They empower parents to play an active and informed role in their child's education.

They can be contacted on

HELPLINE: 0300041300

Office: 0300 3336478

Email: kentparentpartnershipservice@kent.gov.uk