



Special Educational Needs and Disability (SEND) Policy

Aims and Objectives of this Policy

The aims of the SEND policy and practice in this College are:

- to enable all students to fulfil their potential and be happy in themselves
- to work towards inclusion in partnership with parents, other agencies and schools
- to meet individual needs through a wide range of provision
- to provide curriculum access for all
- to achieve a level of staff expertise to meet student need

This policy seeks to fulfil the legal requirements of the Equality Act 2010 by more widely involving disabled people in its development. The needs of students with SEND will be met in line with the new statutory code of practice 2015 (please see the 'college offer' on the website).

The following definition of disability is drawn from the Equality act 2010.

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

Long term means that it must have lasted, or be expected to last, at least 12 months. Progressive conditions can also qualify where there are likely to be future substantial adverse effects. For example, anyone with cancer, multiple sclerosis or HIV/AIDS is treated as disabled as soon as they have the condition.

For the purposes of this policy, disability is broadly defined. It includes not only those disabilities which may immediately be apparent, but also conditions such as specific learning difficulties, autism, diabetes, asthma, epilepsy, hearing or sight impairments and mental health difficulties. The College will seek to make reasonable adjustments for disabled users so they are not disadvantaged.

The College recognises that physical impairment may not be the same as a learning impairment, and will actively seek to remove barriers to learning so that physically disabled students can demonstrate their academic ability.

All staff have a duty to take into account the needs of SEN and disabled users and to make reasonable adjustments in order to follow the advice laid out in this policy.

Partnership with Parents/Carers

The College aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting students and their parents
- making parents and carers feel welcome

- encouraging parents and carers to inform the College of any difficulties they perceive their child may be having or other needs their child may have
- instilling confidence that the College will listen and act appropriately
- focusing on the student's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the College can help their child
- agreeing targets for the student
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Special Education Needs Information and Advice Service (SENDIAS). This information is included in formal documents from the Special Education Service and may also be referred to in informal discussions with parents and carers.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). All students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition students who are identified as having SEND are invited to participate in annual reviews, Learning Plan reviews and the setting of learning/pastoral targets.

Management of SEND within the College

The Principal and the governing body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs Co-ordinator (SENCO), who is Head of the Learning Support Department. The SENCO's name is Mr R Saunders.

In line with the recommendations in the SEN Code of Practice 2014, the SENCO (with the SEND team) is responsible for:

- § overseeing the day to day operation of this policy.
- § co-ordinating provision for children with special educational needs and disabilities.
- § ensuring suitable hardware/software is available to help access the curriculum.
- § liaising with and advising teachers.
- § managing learning support assistants.
- § overseeing the records of all children with SEND.
- § liaising with parents/carers of children with SEND.
- § contributing to the in-service training of staff.
- § liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, early help support services of the safeguarding team and voluntary bodies.

The SENCO is responsible for reporting to the Principal and the governor with responsibility for SEND on the day-to-day management of SEND policy. The name of the governor with responsibility for SEND is Mrs Anne Steventon. She and the SENCO meet approximately once per year.

In addition to the SENCO there are four specialist teachers working within the Learning Support Department. They withdraw students individually or in small groups, for specialist literacy or numeracy teaching. In addition, they are responsible for:

- setting and reviewing learning targets with students, and informing parents/carers of these reviews
- assessing and monitoring students' progress
- maintaining appropriate student records
- preparing reports for EHCP annual reviews
- placing/updating Learning Plans on the College intranet
- exam access arrangements

Learning support assistants (LSAs) play a major role in the support of pupils with SEN. LSAs are deployed according to student need, giving priority to the most complex needs. They usually work within a particular subject area and with a particular student so that they come to know their students very well. In addition they provide support on a one to one basis.

All staff in the College have a responsibility for students with SEND and all teachers are considered to be teachers of special educational needs. A positive and sensitive attitude is shown towards students with SEND. Staff have a duty of care towards these students and are expected to differentiate their lessons as appropriate. Amongst these responsibilities is obtaining relevant information and learning plans from the college systems. There is an expectation that mainstream staff will liaise with SEN staff to ensure effective support in the lesson. Other staff responsibilities are identified in individual job descriptions.

Admission Arrangements

No student will be refused admission to the College because he or she has a special educational need and/or disability, but in each case we will consider whether we can adequately meet the student's needs. In line with the SEN Code of Practice and the Equality Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for them.

Special Provision

The College has the following special facilities:

- disabled toilets on ground and first floors
- disabled parking
- textured surfaces
- a lift to all floors

The SEN department have expertise in many areas of special educational needs, with particular qualifications in the following areas:

- Autistic Spectrum Disorder
- visual impairment
- hearing impairment
- diabetic management • exams access assessment

Identification and Assessment

We accept the principle that students' needs should be identified and met as early as possible. We use a number of indicators of special educational needs:

- liaison with feeder schools on transfer
- information from previous schools
- the analysis of data including KS2 SATs, Cognitive Abilities Tests, reading and comprehension ages, annual student assessments
- the completion of concern forms by members of staff
- following up parental concerns
- student self referral
- tracking individual student progress over time
- information from other services

The SENCO maintains a register of pupils identified through the procedures listed. A student's place on the register is reviewed regularly, as part of the learning plan or statutory annual review process.

For some students a more in-depth individual assessment may be undertaken by the College. For students who make no progress, an external agency may be involved in the assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the student.

The protocols and procedures described in Meeting Individual Needs are used for maintaining paperwork and conducting reviews at all levels of intervention including students with EHC plans. We aim for a smooth transition between classes, phases and schools for all students and ensure that records are maintained and transferred efficiently.

Curriculum Access and Provision

In order to meet the learning needs of all students, mainstream teachers are expected to differentiate work. They aim to meet individual learning needs and to mark work and plan homework effectively.

Where students are identified as having special educational needs, the College provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs.

The range of provision includes:

- § in class support with a learning support assistant (LSA)
- § small group withdrawal with an SEN teacher
- § individual class support / individual withdrawal
- § further differentiation of resources
- § access to learning support base for help at break and lunch times
- § dedicated hardware and software for individual needs

For students with EHC plans provision will meet the recommendations on the plan.

In subjects where all students have curriculum targets these are used to inform learning plans.

Curriculum targets are recorded in planners and subject exercise books.

Assessment for exam access arrangements will be carried out in line with the College exam policy by a specialist teacher and support will be provided in line with the JCQ document guidelines for access arrangements.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services.

For students with SEN, any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Complex Learning and Interactive Support Team, which includes the Learning and Autism Support Team (LAST), the Social, Emotional, Mental Health Team (SEMH), the Visually Impaired Support Team and the Hearing Impaired Support Team
- Special Education Service (SES)
- Educational Welfare Service

The SENCO maintains links with other SENCOs through the SENCO hub.

Links with Other Services

Effective working links are maintained with:

- Other Children and Young People's Services
- Connexions
- Community Health Service
- Family support and safeguarding, Health and Social Care (including Child Protection issues and teenage pregnancy)
- SENDIAS (Special Education Needs Information and Advice Service)
- Safeguarding Early Help Team

Links with Other Colleges/Integration Links

Links are maintained with primary schools in the Highfields area, from which students generally transfer into Y7. The SENCO visits these schools during the summer term prior to transfer, in order to obtain information about students with SEND and plan provision for them.

INSET

In order to maintain and develop the quality of our provision, teachers and LSAs are encouraged to undertake relevant training. Performance management review and staff appraisals support the identification of areas for development.

Training to be undertaken is specified in the College professional development plan which is updated annually. Input from external agencies is actively encouraged. The college staff handbook has links to

the SEND procedures and practice at Moat. All trainee (PGCE, SCITT etc) staff receive induction, which includes training from the SENCO on the SEN Code of Practice and SEN practice in the College.

All LSAs attend the DfES induction course for teaching assistants, which includes an SEN module. Newly employed LSAs work alongside a more experienced LSA for a period of up to two weeks, to familiarise them with College routines.

Complaints

If there are any complaints relating to the provision for pupils with SEND, which have not been resolved through discussion with the SENCO, these will be dealt with in the first instance by the Principal. The chair of governors may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved.

Monitoring and Evaluation

- as each cohort moves through the college, the students are reviewed and if sufficient progress has been made, they may come off the register.
- the SENCo tracks students in line with the college's data and assessment policy.
- on an individual level, SEN students are expected to make at least satisfactory progress through their learning/pastoral targets
- parents and carers express satisfaction with the progress which their children are making • positive feedback is received from external agencies involved with students

In line with the Single Equality Duty, Moat will collate statistical evidence as appropriate, on the following;

- 1) Performance data on Moat's students with SEND.
- 2) Disciplinary data for students with SEND.
- 3) Qualitative and quantitative information on the effect of interventions in regard to these students.
- 4) Participation in ex-curricular activities

Disabled Staff

Staff appointments and retention

The College follows the LA Equal Opportunities Policy.

The College seeks to offer supportive arrangements, appropriate to the requirements of an applicant, which may include;

- Ensuring ease of accessibility to the interview room and building
- Provision of a signer, interpreter or assistant at interview
- Provision of additional aids or equipment for use in the interview

At interview, consideration of candidates and the decision on the appointment to the post in question will be based upon the suitability of the applicant's qualifications, experience and skills for the post.

Prior to taking up post, successful candidates who have identified themselves as being disabled in their application, will be given the opportunity to access guidance through the appointment process, to discuss any reasonable adaptations they may require to enable them to carry out the duties of the post to which they have been appointed.

In order to assist in the development of appropriate arrangements to support staff with disabilities, and to ensure as far as possible that any problems are appropriately dealt with, all staff are requested to make the nature of their disability known to the person in charge of their area of work or the site, as appropriate. Staff should inform the senior first aider and members of SLT if they have a condition which could compromise the safety of students (eg epilepsy, diabetes). This is particularly important if the member of staff is taking students off site.

Equipment and Technological Support

The college will assist staff in the use and storage of special equipment that they may have, and will help in obtaining equipment. In addition, the college has some equipment and adaptations to facilities that may be of use to staff with physical/sensory disabilities. The college will ensure that ICT provision is available for all those who need it to overcome a physical /cognitive disability.

As appropriate, advice will be sought from Disability Employment Advisors or other organisations and agencies who can offer specialist advice on adaptations, equipment or training.

Alteration of Working Conditions

The college will seek to enable staff who become disabled, or where an existing disability progresses or worsens, to remain in their existing jobs with reasonable adjustments, before considering other alternatives. Appropriate advice will be sought where necessary through consultation with the LA.

The kind of adjustments that may be considered include:

- Adjustments to premises
- Acquiring or modifying equipment (including ICT provision/aids)
- Re-organisation of duties
- Ensuring that cover lessons and duties are near to main teaching area to minimise walking distance.
- Transfer to a different classroom, for more appropriate resources/closer access to fire exit etc
- Time off for rehabilitation, assessment or treatment
- Alteration to work hours

Sympathetic consideration will be given to requests for reduced or part-time duties whether on a temporary or permanent basis.

Monitoring and evaluation

Moat will collect and analyse the following relevant statistical information:

- a) Data on the employment of disabled staff. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations.
- b) Qualitative information from disabled employees or would-be employees. This will include an exit questionnaire.
- c) While the numbers of disabled people in a relatively small organisation make targets impossible to set with any validity, Moat will aim to increase accessibility over time for the number of disabled people in employment in the school and for those wishing to access employment.

Use of Information

The information collected will help to raise awareness across the college and help to inform:

- Governors' committees
- The governors' annual report (school profile)
- Decisions regarding staffing, curriculum and premises development
- Discussion with subject leaders about their department improvement plans
- The college SEF
- Staff with individual lesson planning

This policy complies with the guidance given in **Statutory Instrument 1999 No. 2506**. It has been written with reference to the following guidance and documents:

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being) DfES 2004

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2014)

DfES 2014

Meeting Individual Needs (MIN) – Special Educational Needs Policy 2014

Meeting Individual Needs (MIN) - Strategy Digest 2014

Leicester City Education and Life Long learning

National Curriculum Statutory Statement on Including All Pupils DfES
2000

Moat Community College Equal Opportunities Policy

Moat Community College Accessibility Plan

Policy reviewed in April 2022