



Ullswater Community College

SPECIAL EDUCATIONAL NEEDS POLICY

Adopted by the Governing Body on: 10.10.18

Last review July 2017

Signed: Alan Davis (Chair of Governors)

To be revised: October 2019

Contents

Introduction	3
Aims.....	3
Objectives.....	3
Legislation	4
Identification of students with SEN/D	4
A Graduated Approach to Support for Students with SEN	5
Supporting students and their families.....	6
Roles and Responsibilities within the Learning Support Team.....	7

Introduction

Ullswater Community College is an optimistic, inclusive and ambitious school, proud of our year-on-year achievements though far from complacent. Students, teaching and support staff, governors and parents are working hard in pursuit of ever higher standards of achievement.

In providing the highest quality teaching, pastoral care and enrichment activity we seek to raise the educational standards of all our students across a broad and balanced curriculum.

We are determined to provide an authentic education for each individual student who chooses to study at this school, in an environment that is personal, relevant and tailored to individual needs.

UCC is proud of its status as a strategically resourced school for students with special educational needs in the area of severe learning difficulties, profound multiple learning difficulties and / or physical medical difficulties. The specialist provision for these students includes access to a suite of rooms that include specialist changing and physiotherapy facilities, a sensory room, a medical room and an ICT suite. However, we pride ourselves in a unique 'inclusive' approach when meeting the needs of this vulnerable group of students.

We are fiercely ambitious for all our students, whatever their level of ability, whether they have or may have Special Educational Needs (SEN). The right to the highest quality teaching and learning, the most appropriate curriculum offer and the best personal guidance is at the heart of our day-to-day practice. Where learning falters, for whatever reason, we look to design intervention into our systems to resolve the deficit. In deciding whether to make special education provision, the teacher and Special Educational Needs Co-ordinator (SENCo) should consider a wide range of information. For higher levels of need we will make arrangements to draw on more specialist assessments from external agencies and professionals.

Aims

At Ullswater Community College we aim to raise the aspirations and expectations for all students with a Special Educational Need and/or Disability by providing a focus on outcomes and achievement.

Objectives

- To work within the guidance provided in the Special Education Needs and Disability (SEND) Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator with an inclusive approach
- To identify, monitor and review student's individual needs from the earliest possible stage so that appropriate provision can be made and progress reaches expectation or above
- To ensure an effective curriculum to meet the needs of all our students
- To encourage students to be independent learners
- To provide support and advice for all staff working with students who have special educational needs and/ or disability
- To work in close partnership with students, parents, external agencies and feeder primary schools

Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice dated 25 June 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created following consultation with SEND students, parents, staff and governors in the spirit of the reforms as advocated in Children's Act 2014 and is reviewed annually.

Identification of students with SEN/D

We believe that the purpose of identification is to work out what action we need to take to meet the needs of the whole child, not just the special educational needs of the student. Support provided to a student should be based on a full understanding of their particular strengths and needs. The following are the broad areas of need to be considered:

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

It is also important to note that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. The following can have an impact on attainment and progress and are not SEN: disability; attendance and punctuality; health and welfare; English as an Additional Language; being in receipt of Pupil Premium grant; being a Looked After Child; being a child of a Serviceman/woman.

However, slow progress and low attainment may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Some students will already have been identified as requiring SEN Support by their Primary School. In these cases transition arrangements can be put into action from Year 5. SEND Transition arrangements range from:

- Primary SENCO completing a form 'Primary Transition Information for SEN/D students' which then informs UCC SENCo about the needs of the student. This information is used to create a SEN Support Plan.
- For students with more challenging needs a bespoke transition plan can be put in place from Year 5. Each case is individual and will be arranged via review/ transition meetings arranged by the Primary School.

In Year 7 Reading and Spelling screening tests are carried out, along with Cognitive Ability Tests. The information from these tests is scrutinised by the SENCo. Further investigation may be carried

out and some students may be removed from our SEND Record of Need, and some may be added to the Record of Need and given a SEN Support Plan.

As students progress through school, we have a systematic approach to ‘Assess – Plan – Do – Review’ which means that should a student require further investigation by the SENCO we can intervene at any point, through a graduated approach.

Students who have an Education Health and Care Plan will have provision tailored to their needs, following consultation with parents, primary school and any other external agency involved from the start of Year 7, and will be reviewed following school procedures outlined below.

A Graduated Approach to Support for Students with SEN

Teachers are responsible and accountable for the progress and development of all of the students within their class, including where students access support from Learning Support Assistants or specialised staff.

The school has a systematic approach to formative assessment, and teachers rigorously ‘assess – plan – do – review’. This approach is used to drive the quality of teaching in the school and the progress of all students. Formative assessment is used to establish the challenge in students’ learning. Formal assessment takes place four times a year at evenly spaced intervals for all subjects; progress is monitored and tracked against expectation. Teachers systematically review the effectiveness of their teaching against students’ progress. It is a cyclical process which enables the teacher and the student to evaluate the effectiveness of learning and to adapt and modify practice accordingly, usually with a specific focus on formative assessment and differentiation.

In addition to the formative assessment cycle there is a rigorous school-wide schedule of monitoring, evaluation and review (MER) to support the improvement of teaching. This involves: lesson observation, work scrutiny, homework scrutiny, student voice and parental consultation – the schedule takes place every half-term. The basis upon which all the MER protocols operate is to generate information for well-informed conversations about the quality of provision. It is the school’s forum to discuss pedagogy, to plan CPD and to share best practice.

Where there are concerns about progress, and it is suspected progress may be being hindered by a special educational need, the SENCO will become involved. The decision whether to make special educational provision will be considered, after a period of consultation, with any of the following: parents, students, colleagues, in house specialists, external specialists including Educational Psychologists, Specialist Teaching Service, Inclusion Support Officers etc.

If appropriate, the student will be placed on our Record of Need at SEN Support. The student will be given a SEN Support Plan, which is a short document which outlines the strengths of the student; barriers to learning; strategies that are recommended to use when working with the student; any additional provision required to meet the needs of the student. Provision will vary from student to student; and from time to time; and will be according to need. Support can be within the class setting, outside the class setting, or could be a specialist programme.

Students identified as requiring a SEN Support Plan, are allocated a mentor from the learning support team who will meet with the students at least twice a year. The Mentor will help to keep SEN Support Plan up to date by ensuring that it is updated at least once a year. A copy of the updated SEN Support plan is sent home at least once a year.

If we are unable to fully meet the needs of the student through our own provision arrangements, in consultation with the parents and the student, evidence will be gathered by the SENCO and an SEND Early Help Assessment will be completed and a referral for advice will be made to the appropriate specialist/service/agency. Should it be identified that additional funding and support are needed from the Local Authority, a request will be made for an Assessment for an Education, Health and Care Plan.

The SENCo and Head of Year (HOY) will review students on the Record of Need each year, and the SENCo will notify the parents of any changes, this will include removal from our SEN Record of Need. The SENCo and HOY will continue to monitor the students.

In addition to the whole-school procedures for students, those with an Education Health Care Plan (EHCP), will have at least two additional reviews per year:

1. an annual review
2. a support plan review (the order of these meetings will vary from year to year depending on the school calendar)

The annual review and support plan review meetings will have input from parents and students, as well as anyone involved in each individual case, e.g. Social Care, Inspira, Educational Psychologists etc.

When it is agreed that a student requires intimate care, an Intimate Care Plan or Health Care Plan will reflect the need for this care. Intimate care will only be given with the consent of parents, and wherever possible, the student. Staff providing this care will be discreet in their actions, considering the dignity of the student at all times, and will adhere to all Child Protection procedures.

Supporting students and their families

The Cumbria Local Authority offer can be found at:
<https://search3.openobjects.com/kb5/cumbria/fsd/home.page>

All staff work closely with parents throughout their child's education. There is additional communication available as necessary in a form best suited to individual circumstances, for those students with identified SEND.

Where students are experiencing difficulty in accessing education parents should contact the form tutor, Head of Year or SENCo.

We are fully committed to working with other agencies to support the family and the student, and will actively seek to work with other professionals / agencies with permission from families to do so. We follow the Local Authority (LA) Early Help Assessment / SEND Early Help Assessment Procedures, and have a Team Around the Child/Family approach, which both SENCo and HOY adhere to.

We are an inclusive school and our admission arrangements apply to all students. The published admissions policy will provide information on the school procedures.

We seek to ensure that our SEN students are able to access exams and other assessments. Information regarding this can be found in our exams policy.

We are committed to ensuring that students with medical conditions are supported – see Policy for Supporting Pupils with Medical Conditions.

We work closely with our colleagues in our feeder primary schools to ensure smooth transition for all learners, especially SEND students. Children with special educational needs have a personalised transition programme to ensure successful transition.

For students with a high level of need, additional transition arrangements are put in place from Year 9 and reflect the need to ensure that the students are preparing for adulthood. We liaise with receiving organisations when students are transferring from our school to other educational provisions, ensuring that all relevant information is shared to enable an effective transfer with the consent of students and their parents.

An Independent Parent Partnership Service is available from the Local Authority for all students with SEN. Contact details can be provided on request or obtained from the Local Authority Website.

Roles and Responsibilities within the Learning Support Team

The Special Educational Needs Co-ordinator (SENCo) at Ullswater Community College is Mrs Dawn Ellery. She can be contacted on 01768 210206 or via e-mail at dellery@ullswatercc.co.uk

Mrs Ellery is an experienced SENCo therefore there is no requirement for her to have the National Award for SEN (NASENCo award). She has a Bachelor of Education with Honours; Advanced Certificate in Specific Learning Difficulties; Advanced Diploma in Autistic Spectrum Conditions; Cumbria LA specialist teacher status for ASC; Assessment Accreditation (Cumbria LA); a Certificate in Psychometric Testing: Assessment and Access Arrangements and is affirmed as a Test User by the British Psychological Society.

Mrs Ellery is line managed by the Head Teacher who is the advocate for Special Educational Needs and Disabilities on the Senior Leadership Team.

Mrs Ridley is Second in Department, and leads the Specialist Resource provision at UCC. She has LA specialist teacher status for Severe Learning Difficulties and Physical / Medical difficulties; an Advanced Certificate in SEN, a BSC (Hons) Sociology; Post Graduate Certificate in Education; National SENCO award (NASENCO).

The SEND teaching team also consists of: Mrs Pickup, who has a B Ed with SEN as her specialism.

In addition to the teaching team, we have a team of specialist HLTA's, STA's and TA's who support our SEND students. This team is led by Mrs Key (Inclusion Manager), who has: Cache level 3 TA; NVQ Level 3 TA; Certificate in Leading and Managing Support Staff; Certificate in ASC; and is currently studying BA (Hons) Psychology with Counselling.

We have an SEN Administration Assistant called Mrs Dickinson.

Our SEND governor is Elisabeth Dodds, who liaises regularly with the team.