

SEND (Special Educational Needs and /or Disabilities) Policy

The implementation of this policy is the responsibility of all staff.

Mission Statement

CCSS is committed to helping any students with special educational needs and/or disabilities (SEND) to reach their full potential, to be included fully in the College community and to make a successful transition to adulthood.

Definition of Special Educational Needs and/or Disabilities (SEND)

A student at CCSS is defined as having special educational needs when he/she is shown to have:

- **Significantly greater difficulty in learning than** the majority of the students in the same age group or / and
- A disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for students of the same age group.

A student with SEND may be accepted into CCSS with a Statement of Educational Needs from the LEA (Local Education Authority) or an Education, Health and Care Plan.

The objectives of this SEND policy are:

- To identify promptly students with learning difficulties and disabilities, to ensure their needs are met and they make the best possible progress
- To ensure that, wherever possible, students with disabilities are included in all activities
- To promote effective partnerships with outside agencies as appropriate

Admission Arrangements

We accept students with SEND providing CCSS can fully meet their needs. **A key role of the admissions process is to find out as much as possible about all applicants to CCSS in order to assure ourselves that the college can meet their needs and aspirations, and to discover enough about their background to ensure that our course arrangements are appropriate. For more details see the College's Admissions Policy.**

Management of SEND within the College

The college employs a member of staff who acts as SENDCO (Special Educational Needs Co-Ordinator). The SENDCO keeps educational psychologists' reports and other records, liaises with students, parents, teaching staff, pastoral tutors and the examinations officer. The SENDCO also liaises with any outside specialists and consults with them over individual cases. Where necessary, SEND summaries and, where necessary, Individual Education Plans (IEPs) are provided by the SENDCO. If a student is accepted into CCSS with a Statement or Plan, the SENDCO liaises with the LEA to arrange appropriate reviews. Weekly meetings take place between the SENDCO and the Deputy Principal.

Staff

All teachers are involved in supporting SEND students and are aware of their responsibilities towards them, whether or not the students have a statement of special educational needs.

Identification and Assessment

We **believe** that students' needs should be identified and met as early as possible. **At the start of a student's course we consider:**

- following up parental concerns
- the analysis of data from interview forms.
- the analysis of data from an online dyslexia screener that all new students take usually during induction week
- liaison with feeder schools on transfer where appropriate
- information from previous schools where appropriate
- information from other services where appropriate
- Information from parents
- Information from other agencies

The SENDCO maintains a list of students identified through the above indicators and the list is reviewed in the weekly meetings with the Deputy Principal. The list is updated regularly on iSAMs so as to keep all teaching staff informed about any changes that are made to any SEND students' normal way of working conditions.

Students who have disabilities but no learning difficulties will be recorded on the college's medical register.

Curriculum Access and Provision.

In order to meet the learning needs of all students, teachers differentiate work. They work 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:

- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Provision of alternative learning materials/special equipment
- Further differentiation of resources
- IEPs (Individual Educational Plans) where appropriate
- Student support forms and personal profiles
- Individual study sessions

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Throughout a student's time at CCSS we monitor his or her progress and any concerns raised by teaching staff, and take appropriate action to adjust to the student's needs. Adequate progress is that which:

- Narrows the attainment gap between a student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills

Record keeping

The college records the steps taken to meet students' individual needs. The SENCO maintains the records and ensures access to them. In addition to the usual college records the student's profile might include SEND Summaries and IEPs

For those students who arrive at the college with Statements or a Plan, provision will meet the recommendations in the Statement or Plan as drawn up by the SENDCO. Educational needs and strategies for all students with SEND will be recorded in a SEND Pupil Profile and IEP, where relevant, and contain information on:

- Students aims and ambitions
- Teaching and support strategies
- Date for review where appropriate
- Targets where appropriate
- Access arrangements

Reviewing an IEP

IEPs will be reviewed at regular intervals and parents/students views will be sought.

Code of Practice graduated response

The school adopts the levels of intervention described in the DfE document "SEN and Disability Code of Practice".

Partnership with Parents/Carers

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

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- 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 school can help their child

Public Examinations

In undertaking coursework, controlled assessment, module tests and public examinations, students with SEND may qualify for access arrangements such as extra time, use of word processing, scribes etc. In such cases the SENDCO, in consultation with the Examinations

Officer, follows the *Joint Council for Qualifications, Access Arrangements, Reasonable Adjustments and Special Consideration*. The SENDCO is responsible for collating the evidence that supports any access arrangement so as to demonstrate that the concession(s) granted for any given students are their normal way of working.

Links with Other Schools and Agencies

Links are maintained with the following schools and agencies

- Connexions

Inset

Staff undertake appropriate training in order to maintain and develop the quality of our provision. Recent courses undertaken include:
09/13 Bespoke Training from Brainwaves Education for all teaching staff.

Review of the SEND Policy

The College undertakes a thorough review of both policy and practice each year and reports the results to the Board of Trustees.

Last Review – December 2015

This policy 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

Implementing the Disability Discrimination Act in schools and early years settings.

DfES 2001

Removing Barriers to Achievement DfES 2004

DfE Special Educational Needs and Disability Code of Practice 2014