
SAWSTON VILLAGE COLLEGE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

THIS POLICY WAS APPROVED:	23 MARCH 2021
THIS POLICY WILL BE REVIEWED:	SPRING 2022
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	SAMANTHA ABBS

Sawston Village College

Special Educational Needs and Disability Policy



1. Introduction

The purpose of this policy is to demonstrate how Sawston Village College is meeting its statutory responsibilities and other duties detailed in the 'Special Educational Needs and Disability Code of Practice 0-25 Years, 2014 and other relevant legislation and guidance relating to special educational needs, disabilities and promotion of equality. This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- The Children and Families Act (2014) – Part 3: Children and Young People in England with Special Educational Needs or Disabilities
- SEND Code of Practice 0 – 25 (May 2015)
- Schools SEND Information Report Regulations (2014)
- Schools Admission Code, DfE (February 2012)
- Teachers' Standards 2012

- Accessibility plan

- This policy is available to be shared with all staff and parents of pupils with SEND which reflects the SEND code of Practice 0-25 guidance.

2. General Statement of Principles

At Sawston Village College we value the abilities and achievements of all pupils and we are committed to providing for each pupil the best possible learning environment. We will endeavour to make every effort to achieve an inclusive environment that does not discriminate against any pupil regardless of disability or special educational need, maximising pupil achievement and promoting independence and lifelong learning skills.

3. Aims and Objectives of the SEN policy at Sawston Village College

- To achieve high levels of attainment and excellent rates of progress for all. The aspirations and expectations for all pupils with SEND will be raised and the gap in progress between pupils with SEND and those without will be narrowed.
- To provide a caring environment within which pupils can learn and develop to their full potential both academically and socially
- To see pupils as individuals with differing interests, knowledge and skills and to celebrate the achievements of all pupils through academic achievement, extra-curricular or enrichment activities
- To see SEN/D support as additional to/different from the differentiation already present in the classroom

- To be an inclusive College and enable pupils with Special Educational Needs or Disability (SEN/D) to join in all activities of the College as far as practicable and reasonable
- To ensure the early identification of all pupils requiring SEN/D provision as early as possible in their College career and a clear system of assess, plan, do, review
- To work closely with parents/carers as partners and actively involve them in the graduated approach to SEND.
- To provide curriculum access for all through quality first teaching and appropriate differentiation and the transparent allocation of resources
- To work towards inclusion in partnership with other agencies such as Health and Social Care and colleges
- To achieve a high level of staff expertise to meet pupil need
- To ensure transitions for pupils with SEND are carefully planned and additional support is offered.

4. The Definition of Special Educational Needs and Disabilities

Pupils have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them that is in addition to, or different from, differentiated curriculum and teaching plans. In addition, Sawston Village College regards pupils as having a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. Pupils should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A pupil has a disability if he/she has a physical or mental impairment, which has a substantial and long term effect on his/her ability to carry out normal day-to-day activities (from the definition in the Disability and Equality Act 2010). Sawston Village College also considers pupils have a disability if they are prevented or hindered from making use of educational facilities of a kind generally provided for children of the same age in colleges within the same area of the Local Authority.

There are 4 broad areas of SEND:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health, (previously behavioural, social and emotional difficulties)
- Sensory and Physical.

The following descriptions are taken from the SEN code of practice (2014: 97-98)

Communication and interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over

time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have 4 disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. The College's Arrangements for SEN Support

5.1. A graduated approach to SEND support

High-quality teaching, differentiated for individual pupils is the first step in providing for students with SEND. The SEND register provides information for teachers about the needs of pupils in their classes, the support provided and any teaching strategies or approaches that are required.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. The quality of teaching for all students is regularly

reviewed, through the appraisal process, lesson observations, learning walks and analysis of student progress through The Register. There are regular training opportunities to develop staff understanding of strategies to identify and support vulnerable students.

Staff and parents refer pupils for whom they suspect may have SEND to the SENCo. A range of assessments may then be carried out or students may be referred to specialist agencies and professionals. Parents and students are kept informed of outcomes of any assessment, and are involved in decisions regarding extra provision that may be needed.

5.2. Admissions

The College does not discriminate on the grounds of SEN or disability. It fully supports the Admissions Code agreed in partnership with the Local Authority. Children who have an EHCP that names the College, will be admitted where in the view of the College and the Local Authority the College is able to provide efficient and effective education that will enable the pupils to make good or better progress. Those children with an EHCP that does not name the College will be referred to Student Assessment to determine an appropriate place.

5.3. Roles and Responsibilities

5.4. SENDCO

The Principal and the Governing Body have delegated the responsibility for the day-to-day implementation of the policy to the College's SENDCO. The Principal however retains overall responsibility for the quality and provision of SEN/D.

The SENDCO's name is **Mrs N Morris**, who has Qualified Teacher Status and SEND Co-ordination National Award and is line managed by the **Director of Inclusion and Welfare, Ms S Abbs**. A Deputy SENCO and a team of teaching assistants support the management of SEN/D. The SENDCO has responsibility for coordinating SEND provision across the College, for managing the Student Support Centre and the performance of the Teaching Assistant team. The SENDCO is also closely involved in the alternative education provision used by the College.

In accordance with the SEND Code of Practice 2015, the SENCO, with the SEND team, is responsible for:

- Implementing and reviewing procedures for identifying assessing and monitoring the progress of children with SEND
- Maintaining the SEND register and other relevant documentation including Education Health Care Plans
- Co-ordinating provision for children with SEND
- Drafting and ensuring the implementation of Student Information Sheets (SIS), for pupils identified as having SEND
- Liaising with and advising teachers as to how best to support pupils with SEND
- Deploying additional support personnel

- Liaising with parents of children with SEND – in conjunction with Heads of House, subject teachers, tutors and other SEN staff
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health, social services and Locality services
- Ensuring that applications are made to the LA for an EHCP when the necessary provision cannot be reasonably provided from the resources available in school
- Ensuring that the necessary exam concessions are applied for in respect of public examinations at the appropriate times

The SENDCO is responsible for reporting to the Principal and the Governor with responsibility for SEND on the management of SEND policy. The name of the governor with responsibility for SEND is Dr N Morant.

5.4.1. Responsibilities of Teaching Staff

Teachers have responsibility for all SEND interventions to ensure that all pupils are challenged to achieve their best. It is the responsibility of every teacher to be informed and act on information about the needs of SEND pupils and that their needs are met.

'Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.' SEND Code of Practice 0-25 years, July 2014.

5.4.2. Teaching Assistants

Teaching assistants (TAs) play an important role in the support of pupils with SEND. At Sawston Village College TAs may be deployed to work with individual pupils, in specific subjects or to provide additional tuition in the Student Support Centre. They are required to make themselves aware of which pupils have SEND, and read and act upon guidance provided to support those pupils. Teaching assistants are also expected to promote and encourage pupil progress through appropriate and timely interventions. Research is clear in stating that pupil progress can be held back by teaching assistants who prevent independence, and the College's approach is that teaching assistants may work with a wide number of pupils in a classroom, not always exclusively with specific high needs pupils and that pupils are encouraged to show independence in their learning, within the terms and spirit of any Statement.

5.4.3. The role of the Governing Body

Governors will endeavour to do their best to ensure that the necessary provision is made for any pupil who has special educational needs, and making sure that action is taken to support the inclusivity of those pupils in College activities, so far as reasonably practicable and compatible with the child receiving the special educational needs provision their learning needs call for and the efficient education of the pupils with whom they are educated, and the effective and appropriate use of resources.

The governing body has a statutory role in monitoring and evaluating the SEND provision and its impact on educational outcomes. Each term the Principal will report to the Governors'

Development and Performance Committee the progress of SEN pupils. The committee will also review SEND performance as part of the examination results analysis. The nominated governor for SEND will meet once each term with the SENCO (and Principal if required) to review SEND provision and will report back to the Governing Body.

Governors will also make sure they are aware of the College's SEND provision, including how funding, equipment and personnel are deployed.

5.5. Complaints

If parents have concerns they should firstly raise them with the SENDCO, or with the Director of Welfare and Inclusion. If the matter has not been resolved to their satisfaction parents should then raise their concerns with the Principal. Parents can then make representations about SEND to the Governing Body by contacting the Chair of Governors, or the Designated SEND Governor. Contact details are on the College website. For concerns about EHCP of SEND parents may also wish to raise them with the LA though they are encouraged to speak to the College first.

6. Information about the College's policies for identifying, assessing and providing for all pupils with SEND

6.1. Allocation of SEND resources

Resources for SEND are allocated according to the specifications of any EHCP, and any other identified need. In some cases this resource will comprise of another adult to aid learning. However, the designated resource may also be used to provide one to one tuition, the provision of specialist services, enrichment clubs and activities, the deployment of additional teachers who may be allocated to support SEND more generally, not only for an identified pupil, and other programmes as appropriate. At all times such allocations will be discussed with parents and, in the case of EHCP, also with the Local Authority.

6.2. Identification

Sawston Village College believes that early identification is essential if progress and attainment are to be maximised. Therefore the SENCO will use a variety of methods to identify possible SEN/D including:

- KS2 data from SATs
- Whole cohort literacy screening
- CAT scores in year 7 for students who have not taken SATS or have been identified as experiencing difficulties with learning
- Reading/spelling ages of year 7 pupils causing concern (a reading age of below 10.00 years would be highlighted)
- Feedback from Heads of House, teachers and teaching assistants
- Parental **or pupil** concerns
- Tracking individual pupil progress over time, both academic and mental, emotional and social
- Close liaison with feeder schools prior to transfer

- Information from any previous schools
- Information from other specialist services and external professionals working with the young person.

6.2.1. Secure Record Keeping

This information is then used to create and maintain a central SEN/D Register and provision map that sets out the level of need and the support/resource needed to close the gap in achievement. This information will then be shared with all teachers and teaching assistants, as well as the pastoral team.

In addition to the usual school records, the SEND pupils' profile may include; information from the primary school or previous educational placement, information from parents, pupil views, information on progress and behaviour, information from other agencies working with the child.

The College will record the steps taken to meet pupils' individual needs, the SENCO maintaining the records and ensuring access when required. All confidential information regarding SEND will be kept in locked filing cabinets and archived appropriately for pupils who have left the school.

Pupils with an Education Health Care Plan (EHCP)

Pupils with an EHCP will have their provision met through statutory recommendations.

EHCP must be reviewed and updated **at least** annually. The LA will inform the Principal at the beginning of each school term the pupils requiring reviews. The SENCO will organise these reviews and the pupil and their parents/guardians will be at the heart of the review. Any TAs, pastoral leaders or external professionals working with the young person will be included in the review of progress and provision. Consideration will be made of the appropriateness of the EHCP and amendments and relevant new outcomes will be set.

6.3. Access to a broad and balanced curriculum

Wherever possible the College is committed to all pupils following a broad and balanced curriculum. For pupils to access the National Curriculum and the KS4 curriculum teachers will differentiate work, adapting activities by resource, task or particular teaching techniques.

However, it may be necessary to provide additional or alternative support. The range of provision includes:

- In class support for small groups with a TA working with the classroom teacher
- Small group withdrawal with the Deputy SENCO or Level 3 TA
- Individual support via Inclusion Team and/or appropriate outside agencies.
- Specialist differentiation of resources
- Wave 3 interventions – literacy groups, Social skills club, (Friendship club), Maths club, Spelling Club, Paired Reading, homework clubs, small group or 1:1 tuition

- Staff training or ToP meetings (Teachers of Pupil) to undertake more effective strategies and review the impact of current provision

Some pupils may have an amended curriculum to support additional development of literacy (for example, by disapplication from MFL), foundation learning, functional skills or an alternative education provision to support medical and/or behavioural and social needs. In exceptional circumstances and when all other strategies have been exhausted it may be necessary for some pupils to follow a fully alternative curriculum. In the case of pupils with EHC plans, consideration will be given to whether Sawston Village College is the most appropriate educational environment to ensure that a pupil's needs are met, and especially when those needs may be impacting negatively on the learning of other pupils in a significant and sustained manner. In these cases, it may be necessary for the College to recommend to parents and the Local Authority that specialist provision may be more suitable.

6.4. Monitoring Pupil Progress and managing the pupils' needs on the SEND register

Pupil progress is monitored termly in line with the College's reporting cycle. Pupils not making expected progress or are at risk of not achieving their end of year targets are highlighted. These pupils are then discussed at the school intervention meetings and with the relevant curriculum areas to devise intervention strategies and monitor outcomes. The Head of House works closely with the SENCO or other staff to ensure intervention strategies are effective.

The SENCO has responsibility for keeping the SEND register up to date and it is reviewed at least termly. The SEND register is easily viewed by teaching and support staff with links to Student Information Sheets (SIS) and Assess, Plan, Do, Review (APDR) records held on the school GDrive. Pupil progress is tracked robustly and the SENCO provides regular opportunities for pupils, parents and carers to meet at SEND coffee mornings and parent consultation evenings to review this information, to enable all parties to be part of the decision making regarding provision.

If pupils are making expected progress and are no longer in need of special educational provision to meet their needs, the decision will be taken to remove them from the SEND register. Parents will be consulted if this is the case.

6.5. Engaging pupils with the activities of the College

The College is committed to building an inclusive environment. The principles of ASPIRE and the wider aims and values of the College apply to all pupils whatever their circumstances. In the case of SEN/D pupils are strongly encouraged to join activities, clubs and events, including residential trips and visits through their tutors, subject teachers and the Student Support Team. At all times reasonable adjustments will be made for those pupils with disabilities and SEN. If appropriate, the Pupil Premium will be used to support additional activities.

7. Training and Partnerships to support SEN

7.1. Partnership with Parents

The College values working in partnership with parents and carers. It is only when parents are fully involved in their child's education can potential be fully realised. Therefore the College will seek to involve parents/carers of SEN/D pupils in all decisions regarding their children. Communication is designed to be open and to promote a positive home-college partnership. No decision about provision or assessment will be made without consulting with parents/carers.

This is done by:

- Keeping parents/carers informed about any decision making process regarding SEN/D 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 including the provision of information and advice to support learning at home
- Providing all information in an accessible way, e.g. email, telephone calls and letter and responding usually within 24 hours
- Ensuring all parents/carers have appropriate communication aids and access arrangements
- Instilling confidence that the College will listen and act appropriately
- Focussing on the pupils strengths as well as their needs

Any true partnership is a two way process and the College expects that parents will:

- Share their knowledge and experience of their child with us and to discuss ways in which they and the College can help their child
- Inform the College of any difficulties they perceive their child may be having or other needs they feel may need addressing
- Support the College's aims and values

7.2. Partnership with Pupils

All pupils have the right to be involved in making decisions and exercising choice and the College actively encourages pupil participation in this way.

Where appropriate all pupils are involved in monitoring and reviewing their progress. Pupils are involved by:

- Stating their views about their education and learning
- Identifying their own needs and suggesting possible strategies to support them
- Sharing in individual target setting across the curriculum, reviewing and setting new targets and helping develop SIS

We recognise that pupils with sensory impairments, physical disabilities or communication needs may need help in order to communicate their thoughts and needs in order to participate fully in the life of the College, and we will make arrangements for this to happen.

7.2.1. Emotional and social development and well-being

We support the emotional, mental and social development of young people with SEND by providing enhanced pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

We have three members of staff trained in Youth Mental Health First Aid to support pupils experiencing episodes of poor mental health and promote good mental health across the SVC community. Interventions such as Lego Based Therapy, mentoring, Team Building (Social Skills) and Group Cognitive Behaviour Therapy support both SEND and other pupils develop self-help strategies, social skills and resilience.

7.3. Partnership with Education Support Services

The College works closely with the Local Authority. By working in partnership we ensure that we remain abreast of best practice, are learning from other schools and are subject to LA scrutiny of our provision, especially for EHCPs, to meet our obligations to parents and pupils. We maintain regular contact with LA officers for SEN/D including the:

- Educational Psychology Service
- Educational Welfare Service
- SEND Services (0-25yrs) such as sensory support service, including hearing impaired specialists, visually impaired specialists, Additional Needs Team (14-25), SEND District Teams, Specialist Teachers and Practitioners and Statutory Assessment Team, Autism Education Trust and Speech and Language Therapy Service
- Social Care
- Community Health Service and CAMH

7.4. Staff Training

At the start of each academic year every member of teaching staff is given detailed information about pupils with identified and significant SEN/D. This includes a description of the pupil's areas of need, strengths, current reading and spelling ages where appropriate and useful strategies to employ and desired outcomes for pupils with EHCPs. Information is reviewed and updated and shared with staff throughout the academic year.

In service training in SEN/D is offered to all members of staff through a range of activities including presentations from external agencies, educational psychologists, sensory services and members from the SEN department. Teaching assistants also undergo regular training in specific strategies. The College is committed to developing a highly trained workforce able to respond effectively to all types of SEN/D need.

7.5. Supporting Transition

There are 3 key transition points in the pupil's College career.

- Close links are established and maintained with primary colleges who share information on pupils with SEN/D with the SENCO, Deputy SENCO and Pastoral Leader. Additional visits are arranged for pupils who are particularly anxious or

vulnerable and every effort is made to place them within a supportive peer group in their tutor group.

- GCSE option choices take place during Year 9. Pupils and parents are given detailed guidance as to suitable subjects to pursue. The SENCO will interview all pupils with Statements and EHCP about their choices to ensure appropriate progression.
- Towards the end of Year 11 pupils have to make a decision as to their next pathway. Pupils will receive support from teaching staff, the Pupil Support Team and external independent and impartial careers advice.

8. Supporting pupils at school with medical conditions

SVC recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have SEN and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

9. Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the quality of provision offered to all pupils through regular quality assurance activities which included the support provided for those identified as having SEND. The link SEND governor also acts as a critical friend. This process promotes a continual review and improvement of provision for all pupils.

10. Bullying

See Anti- bullying Policy

Staff are mindful of the increased risk of bullying for students with SEND. Promoting an ethos of tolerance and understanding of diversity is central to the school's ethos; regular assemblies and PSHE activities include this focus. Promoting independence and resilience in students with SEND is considered a high priority and is central to all aspects of provision. Special efforts are made to safeguard students with SEND, including supported break and lunchtimes within the student centre and other safe spaces. Specific approaches are used with students according to their needs. For example, social stories may be used to support students with autism in understanding social situations and some students may have access to additional tuition around keeping themselves safe.

11. Conclusion

11.1. Review of the SEND Policy

The governors of the College will keep this policy under annual review to ensure it remains fit for purpose **given the climate of reform and extent of changes at a national level**. Governors and SLT also agree to consult with parents about the policy and its implementation.