

**JOHN SPENDLUFFE
TECHNOLOGY COLLEGE**



**SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES
POLICY**

JOHN SPENDLUFFE TECHNOLOGY COLLEGE **SPECIAL EDUCATIONAL NEEDS**

DEFINITION OF SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 (2015)*

Definition of disability

Many children and young people who have SEND 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’ *SEND Code of Practice (2015)*

At JSTC, the person responsible for children and young people with SEND is the SENDCO, Mrs Pippa Forman. Mrs Forman is a qualified teacher as well as an Assistant Head Teacher (part of the School Leadership Team) and holds the National Award for SEND through Northampton University (part of the national requirements for all schools)

Mrs Forman is available via the school on 01507 462443 and SEND@jstc.org.uk

The SEND Governor is Mrs E Ramm

Every teacher is a teacher of every child or young person including those with SEN

John Spendluffe Technology College is an 11-16 mixed, ability college operating in the town of Alford which also has a primary school and a Grammar school in the town. We are a popular school for parents and a large proportion of our children come from out of catchment.

At JSTC, our mission statement is that governors, staff and students are:

Respect
Responsibility and
Resilience

Our aim is to provide a happy, healthy, inclusive learning environment in which:

- The unique qualities of every person are valued and developed.
- Staff, students, parents and the wider community work together and learn from one and other.
- Everyone feels safe and secure.
- Equal opportunities exist for all to succeed.
- Principles of self-discipline, determination and personal achievement are celebrated.
- Moral, cultural and spiritual awareness develop a reasoned set of attitudes, beliefs and values to shape responsible citizens of the future.
- An innovative curriculum of a high standard that prepares students with knowledge and skills for a fast changing future.
- Teaching and learning ensure continuous improvement to boost student performance.
- Personalised learning is regarded as a journey of challenge, adventure, enjoyment and achievement.
- Quality resources and excellent teaching promote mutual respect and wisdom necessary for teacher and student team work.

Inclusion Statement

It is the aim of JSTC to admit students with Special Educational Needs providing that meeting their needs is compatible with the efficient education of other children. We aim to fully integrate students with SEN into the life of the college. Every effort is made by all staff to convince students, regardless of difficulty, of their value to the college community and to society.

Our 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, 2015
3. To operate a 'whole pupil', 'whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Disability Co-Ordinator (SENDCO) who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with students with Special Educational Needs and Disabilities.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

There are 4 broad areas of Special Educational Needs that we plan for:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory / Physical needs

Whatever the needs of the student are, we identify their individual needs and plan accordingly.

A GRADUATED APPROACH TO SEND SUPPORT

At JSTC we monitor the progress of all pupils 3 times a year to review their academic progress. We also use a range of assessments with all the pupils which include :

- Classroom observations
- Subject assessment data to monitor progress
- Medical or other outside agency reports including Specialist Teaching Team (STT)
- Exam Access Arrangements/Reasonable Adjustment testing in Years 9, 10 and 11
- Dyslexia screener (GL assessment)
- British Picture Vocabulary Scale
- LUCID Exact Assessments for new starters at JSTC giving standardised scores in Reading Comprehension, Reading speed, Spelling, Writing speed and Typing speed.
- Diagnostic Reading Analysis (DRA) for reading difficulties
- Wide Range Ability Testing (WRAT) for additional spelling, reading and maths assessment
- Strengths and Difficulty questionnaires (SDQ) as a diagnostic tool highlighting areas of difficulty in and out of the classroom.

We also note parental concerns and prior schools information.

Where progress isn't sufficient, even if a Special Educational Need has not been identified, we put in place extra support to enable the pupil to catch up. We will, from this point, put in the steps of **ASSESS - PLAN - DO - REVIEW**.

At this stage teachers are still responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. At JSTC, high quality first teaching,

differentiated work for individual pupils is our first step in responding to pupils who have or may have SEND. The additional support we offer does not compensate for a lack of good quality teaching.

Examples of such support are:

- One to One in class support
- Small group in shared class support
- One to one out of class support
- Small group out of class support
- Reading one to one
- Reading programmes
- Numeracy programmes
- Typing/word processing skills
- Handwriting programmes
- Supported study in Key Stage 3 and 4
- Mentoring of students
- Keyworkers supporting students during tutor times
- Lunchtime and breaktime quiet rooms
- Homework clubs
- EAL mentoring
- Social Skills programme
- Emotional Literacy Support programmes with trained staff
- Drawing and Talking
- Anxiety, Anger and Exam Stress Management programmes
- FRIENDS for Life programme
- Individual transition programme

The SEND code of practice (2015) describes less than expected progress as:

- significantly slower than that of their peers starting from the same baseline
- failing to match or better the child's previous rate of progress
- failing to close the attainment gap between the child and their peers
- widening the attainment gap

Some pupils may continue to make less than expected progress despite high quality teaching targeted at their weaknesses. For these pupils and in consultation with the pupils themselves/parents/carers, we work with outside specialist agencies for advice and assessment. These include:

- Educational Psychologist
- Working Together Team Communication (Including Autism) Outreach Teacher
- Specialist Teaching Team
- Sensory Education and Support Team (SEST) (Visual & Hearing)
- Speech and Language Therapy Service (SALT)
- Careers
- Behaviour Outreach Support Service (BOSS)

- Social Services
- Occupational Therapist
- Physiotherapist

Results will be shared with parents and put into an SEN support plan and reviewed regularly by the views of the student/parents/carers and their subject teachers. At this point we will 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 resource but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a 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.

Managing Pupils Needs on the SEND Register

We monitor student's progress and well being carefully with regular Learning Support meetings, information collated from the pastoral team as well as three formal assessments a year. Students who hold an Education Health and Care Plan will have, in addition, an Annual Review meeting. Each student with an EHCP also has a team of Learning Support Assistants working with them in school and they will meet regularly with the student to monitor support and needs on a 1 to 1 basis as well as provide first hand communication to parents/carers and the SENDCO.

Members of the Learning Support team will work with the student on producing a Learning Plan if there are increasing concerns about meeting their needs. These will be reviewed termly or earlier if a change of need is necessary. Learning Plans are driven by the students themselves and parents are invited for input. Key data and information is included on the plan to make it user friendly for all. The views of the students are always at the forefront of the provision we put in place. A Provision Map holds key information to include students on interventions within the school. Teachers will liaise with the SENDCO on the progress that the student makes to evaluate the current intervention.

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

When reviewing the SEND register if pupils are deemed to have made sufficient progress then the pupils and their parents will be informed by the SENDCO.

SUPPORTING PUPILS AND FAMILIES

For information on support for yourself and family please access the Local Authority website www.lincolnshire.gov.uk/SEND localoffer .

Our school SEND information report can be accessed by from www.jstc.org.uk.

Our Inclusion Manager and Pastoral Support teams work with students, their families and outside agencies in Team Around the Child (TAC) and Child in Need (CIN). Early Help Assessment (Children and Family Assessment) drives forward this process.

Admission arrangements

Secondary Transfer Arrangements

Requests for secondary places are processed by the Local Authority, who send preference forms to primary school for onward transmission to the parents of Y6 students in the beginning of the Autumn Term.

Parents and prospective students are encouraged to visit the college in September for our Open Day/Evening, prior to making this choice, to see the facilities available at John Spendluffe and to discuss the arrangements that can be made to meet the individual Special Educational Needs of the child.

Students with an Educational Health Care Plan (EHCP) are processed by Lincolnshire SEND who consult with the nominated school. A member of the SEND department will attend Y5 and Y6 Annual Reviews by invitation and parents are invited to visit the College to discuss provision.

Children with additional needs may have additional visits in small groups or individually with our staff to ensure a smooth transition to secondary setting.

Admissions other than at secondary transfer.

Students may be admitted into Y7 – Y11 by arrangement with the Head providing there is spare capacity in their appropriate year group. Admission for students with an EHCP is in consultation between the college, the parents and the Local Authority to ensure that appropriate provision can be made.

Access for exams

Our Senior Learning Support Assistant, (Louise Barker) and the SENDCo hold the required qualifications to carry out an assessment to see if a student qualifies for Access Arrangements for exams and other assessments. Successful provision might result in identified access provision of:

- Additional time (up to 25%) for students with slow processing / slow recording difficulties
- A reader (either in person or computer generated) for students with significant reading difficulties
- A scribe for students with extreme recording difficulties

Teachers identify students who may qualify and these students are monitored from Year 7 upwards. Access arrangements should be the child's normal way of working.

Transition

We review progress 3 times a year and when there are concerns of student progress, it may be that a change of class within a year group to a class where there is additional support available (Learning Support Assistant and/or small group programmes from a different class) would be beneficial to the student and their learning. This is done with the student and their parent involved. Some students will need sensitive conversations appropriate to their needs and understanding. Where students are transferring to us from a primary setting and we have been informed/involved in their transition with identification of an additional need for greater transition, we engage the Learning Support team and/or the Inclusion Manager to work through a programme of transition. This involves additional visits and experience above the 2 days we offer to all students in the summer term.

Students who are going on to a post 16 setting also attend additional transitional days and for our most vulnerable students a member of the Learning Support team may accompany them and liaise with the post 16 provider.

The Careers service will be involved with EHCP students from Year 8 onwards.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

- The Schools policy for supporting students with medical conditions is on the school website www.jstc.org.uk
- The LA Local Offer can also be read (Regulation 53, Part 4) from www.lincolnshire.gov.uk/SENDlocaloffer

MONITORING AND EVALUATION OF SEND

We use regular audits of parent and pupil views to monitor and evaluate our provision.

Our SENDCO Governor works closely with the SENDCO to ensure quality provision is provided and evaluated.

TRAINING AND RESOURCES

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 deploy 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 and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Training needs of staff are identified through the school's self-evaluation process.
- All teachers and support staff undertake induction on taking up a post and this includes training from the SENDCO explaining the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO/ SENDCo Assistant, regularly attend the Local Authority's SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENDCO is a member of NASEN.
- The School SENDCO works closely with local Primary School and Secondary SENDCOs sharing good practice, planning and training ideas.

ROLES AND RESPONSIBILITIES

The role of the SEND Governor is to provide appropriate support and challenge in meeting the needs of SEND pupils and to ensure that effective steps are taken to reduce the attainment gap of pupils.

Learning Support Assistants are employed by the School to provide additional support to SEND students. They are deployed by the SENDCO to provide support in specific subject areas. This allows for continuity, involvement in planning, preparation and evaluation of SEND provision and a degree of subject specialism.

They may also be employed to more specifically meet the needs of a particular student to aid access to the curriculum or for physical / mobility support as specified in their Statement/EHCP.

Learning Support Assistants support learning and promote achievement by:

- working alongside children in the classroom
- reinforcing instructions / breaking down instructions
- offering additional explanation
- checking understanding
- encouraging and promoting student independence
- confidence building
- helping to prepare materials
- helping to adapt resources
- organising resources
- helping with physical skills
- liaising with teachers, giving feedback and suggesting development
- liaising with parents and outside agencies
- record keeping
- working with individual and small groups
- running predetermined teaching programmes
- facilitating an individual student's access to and progress in the curriculum
- involvement in student target setting and monitoring

Mr Robert Thornalley (Assistant Head) is the designated teacher with specific Safeguarding responsibility.

Mr Jon Treasure (School Business Manager) is the person responsible for managing PPG/LAC funding

Mrs Pippa Forman (SENDSCO) is responsible for managing the schools responsibility for meeting the medical needs of pupils.

STORING AND MANAGING INFORMATION

Please access the Policy for data information on the school website www.jstc.org.uk

REVIEWING THE POLICY

This policy will be reviewed every three years by the SENDSCO and the governors unless there is a change of Headteacher or Code of Practice.

Accessibility

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LEAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.

The Access Plan is on the School website (www.jstc.org.uk)

Parents and carers can contact key staff by phoning the school to address a particular concern.

DEALING WITH COMPLAINTS

Arrangements made by the Governing Body relating to complaints and discrimination regarding SEND.

- Concerns regarding individual students should be brought to the attention of the SENDCO.
- If these are not resolved the parent may request to see the Headteacher.
- Concerns regarding SEND which cannot satisfactorily be resolved within the school may be directed to the Governing Body.
- A further course of action is to direct complaints to the Special Needs Services section of the Local Authority.

BULLYING

Bullying is taken extremely seriously at JSTC and there is a strict zero tolerance towards it. Non-teaching Assistant Progress Leaders are available throughout the school day. The Progress team meet and greet students every morning at the designated entrance (Lower and upper school) as well as regularly visit tutor groups to see students and give them an opportunity to speak to them as a first port of call. Assemblies, PSHCEE and tutor led sessions throughout the year promote anti-bullying and give advice on what to do if this is happening to them or others. Student Council offers the student voice if students feel they cannot talk to staff members which can then be fed back to Student Services to act upon.

Restorative actions are put in place following any incidents of bullying and any further incidents are taken very seriously. Support is provided via the Progress Teams and tutor as well as further additional support if needed.

All incidents are investigated, statements taken, actions put into place and outcomes fed back to parents. Good lines of communication between home and Progress teams are essential to ensure that all parties involved feel supported. Alongside all of this, evidence is recorded internally, and within student files if needed.

To view the School Bullying Policy please visit www.jstc.org.uk and follow the link to School Policies.

Appendix

SEND = Special Educational Needs and Disability

SEN = Special Educational Needs

SENCO/SENDSCO = Special Educational Needs (and Disability) Co-ordinator

EHCP = Education Health and Care Plan

POLICY DOCUMENTS

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy: Special Educational Needs

Signed as approved on behalf of the Governing Body

A handwritten signature in black ink, appearing to be 'S Curtis', written in a cursive style.

Mr S Curtis, Headteacher

Date: 8 November 2021