

**Isebrook SEN Cognition and Learning College**  
**Special Educational Needs & Disability (SEND) Policy**



**ABOUT THIS DOCUMENT:**

**PURPOSE**

This policy is constructed in line with the statutory regulations set out in: Part 3 of the Students and Families Bill (2014) Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and is fully compliant with the Special Educational Needs and Disability Code of Practice (September 2014); 0- 25 Years, and its purpose is to ensure that all students at Isebrook have access to the full opportunities that the curriculum has to offer

**COMPILED BY:**

Gail Lewis (SENCo)

**PRESENTED TO GOVERNORS**

2017

SIGNED

DATE

To be reviewed May 2018

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

### OUR MISSION

To provide a creative and caring environment for all learners.

### OUR VISION

Isebrook SEN College will be a leading light in specialist education, giving our learners the confidence to succeed in an ever changing world.

### OUR CORE VALUES

Both our mission and vision are underpinned by our four Core Values ...

<u>Compassion</u>	<u>Achievement</u>	<u>Responsibility</u>	<u>Respect</u>
			
<p><b><i>We show compassion by:</i></b></p> <ul style="list-style-type: none"> <li>Understanding differences</li> <li>Helping &amp; supporting others</li> <li>Forgiving mistakes</li> <li>Using kind words</li> <li>Co-operating with others</li> </ul>	<p><b><i>We achieve by:</i></b></p> <ul style="list-style-type: none"> <li>Attending school</li> <li>Being ready to learn</li> <li>Working to best of my ability</li> <li>Embracing opportunities</li> <li>Aiming high</li> </ul>	<p><b><i>We take responsibility by:</i></b></p> <ul style="list-style-type: none"> <li>Owning our behaviour &amp; being truthful</li> <li>Reflecting on our actions</li> <li>Being ready to help others &amp; be helped</li> <li>Being ready to listen &amp; learn in lessons</li> <li>Looking after the school</li> </ul>	<p><b><i>We show respect by:</i></b></p> <ul style="list-style-type: none"> <li>Using appropriate language</li> <li>Following instructions</li> <li>Keeping hands &amp; feet to self</li> <li>Keeping yourself &amp; others safe</li> <li>Looking after property &amp; equipment</li> </ul>

### WE BELIEVE THAT

1. Learning is life long and that all our young people are able to learn.
2. Families need our support if young people are to meet their potential.
3. All young people are of equal worth.

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

### Individual Student Needs

The students at Isebrook have a broad range of needs which affects their learning, these fall within one, or more, of the categories of need as stated in the Special Educational Needs and Disability (SEND) code of Practice 2014:

- Cognition and Learning; e.g.
  - Moderate Learning Difficulties (MLD)
  - Severe Learning Difficulties (SLD)
  - Profound and Multiple Learning Difficulties (PMLD)
  - Specific Learning Difficulties (SpLD)
  
- Communication and Interaction; e.g.
  - Speech Language and Communication Needs (SLCN)
  - Autistic spectrum Disorder (ASD)
  
- Social, Emotional and Mental Health Difficulties; e.g.
  - Attachment Disorder
  
- Sensory / Physical Difficulties; e.g.
  - Visual Impairment
  - Hearing Impairment
  - Cerebral Palsy

In addition to the above some students have specific syndromes and health issues that may also impact on their learning.

All students at Isebrook have an Education Health and Care Plan (or Statement of Educational Need if in the transition process) that indicates a learning difficulty (MLD, SLD or PMLD)

In response to the complexity of student need, the school provides a stimulating and accessible learning environment which promotes Social Moral Cultural Mental and Physical development, meeting the outcomes of the Every Child Matters agenda and provides access to a differentiated curriculum. This enables students to develop their strengths, talents, skills and abilities, to become:

- Responsible citizens;
- Considerate individuals;
- Successful learners.

At Isebrook we believe that our students learn best when they:

- feel safe and secure;
- are confident and happy;

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- are interested and motivated;
- know that their opinions are valued and respected;
- have clear boundaries and consistent routines;
- have access to a communication friendly environment;
- are appropriately challenged and stimulated through differentiated curricular experiences;
- achieve positive and successful outcomes which are regularly praised and celebrated.

### Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014

### Statement

Isebrook SEN and Cognition College identifies students as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, July 2014).

This defines SEN as;

- xi. A student or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xii. A student of compulsory college age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions
- xvi. Many children and young people who have SEN may 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’.

Isebrook SEN and Cognition College provides special educational provision for students who require “*Special educational provision, that is provision different from or additional to that normally available to students of the same age*” (Code of Practice, July 2014).

The college provides for students whose special educational needs broadly fall into the 4 areas of educational need:

1. Communication and interaction

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2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

### **Guiding principles**

At Isebrook College we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All students are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training

We endeavour to achieve maximum inclusion of all students (including vulnerable learners) whilst meeting their individual needs and focusing on individual progress as one of the main indicators of success. Teachers provide differentiated learning opportunities for all the students within the college and provide materials appropriate to students' interests and abilities. This ensures that all students have a full access to the college curriculum.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.

Special Educational Need might be an explanation for delayed or slower progress but is not used as an excuse for individuals not to maximise their ability and skills and take full advantage of the opportunities available to them. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some students in our college may be underachieving. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students reach their potential.
- It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty are essential ingredients of success for these students.

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

### **Aims and Objectives of this Policy**

The aims of our SEN policy and practice in this college are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote student’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014)

### **Arrangements for coordination of SEN provision**

All students are assessed in all curriculum areas when they join Isebrook College in order to build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all students. Students will also be assessed upon entry to the college for dyslexia. If a student is experiencing significant difficulties that cannot be met through the SENCo’s intervention then further advice from an Educational Psychologist or other relevant professional may be sought by the SENCo.

The college evaluates the effectiveness of provision for students through the provision map, analysing progress data of students, Individual Education Plan reviews and evaluating progress against targets set. All students are assessed by their class teacher, three times a year, for their achievements in reading, writing and maths and effective targets are set at the same time in order to promote progression and success. Personalised programmes are set, where appropriate.

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The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the SENCo who is responsible for reporting regularly to the head teacher, the SEN governor and the governing body on the ongoing effectiveness of this policy. The SENCo has also has strategic responsibility for the inclusion of students who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Looked After (LAC) Students has strategic responsibility for the inclusion of students who are adopted or in local authority care. All staff within our college have a responsibility for maximising achievement and opportunity of all vulnerable learners – specifically, **all** teachers are teachers of students with special educational needs and EAL.

Isebrook SEN College's SENCo  
is:  
Mrs. Gail Lewis  
01536 500030

In admitting students with Statement of SEN or Plans (EHCPs) we would expect to have informative discussions with both the student's family and the local authority to ascertain the suitability of our provision. It is our responsibility to make provision for a student with an EHCP or a Statement of SEN through the college's budget.

In agreeing our arrangements, the college has taken into account the following statements and definitions:

*This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the student in order to improve his or her access to the curriculum."*

***"Achievement for All" (National Strategies: 2009)***

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

***Ofsted SEN Review 2010***

**Early identification of barriers to learning**

***Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners will be included on a whole-college provision map.***

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- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the college curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the college as needing to make accelerated progress. A
- All vulnerable learners will be included on a detailed whole-college provision map which outlines and monitors all additional intervention across the college. The whole college provision map enables the college to:
  - Plan strategically to meet students' identified needs and track their provision.
    - Audit how well provision matches need
    - Recognise gaps in provision
    - Highlight repetitive or ineffective use of resources
    - Cost provision effectively
    - Demonstrate accountability for financial efficiency
    - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-college issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment

Students' needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, "A Language in Common" assessment, reading ages, other whole-college student progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
  - following up parental and teacher's concerns
  - tracking individual students' progress over time,
  - liaison with feeder primary schools on transfer
  - information from previous colleges
  - information from other services
- maintaining a provision map which clearly identifies students receiving additional support from the college's devolved budget or in receipt of Top-Up Funding. This provision map is updated three times yearly through meetings between the teachers and the SENCo.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

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## Special Educational Needs & Disability (SEND) Policy

### Curriculum Access and Provision for vulnerable learners

Where students are underachieving the college provides for these additional needs in a variety and combination of ways and approaches to target individual students:

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
  - individual class support / individual withdrawal
  - bilingual support/access to materials in translation
  - further differentiation of resources
  - study buddies/cross age tutors
  - homework/learning support club
  - IEP tutorials

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation and monitoring by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO and senior leaders.
- informal feedback from all staff.
- student interviews when setting new IEP targets or reviewing existing targets
- student progress tracking using assessment data (whole-college processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on students' progress.
- attendance records and liaison with the Education Entitlement Service.
- regular meetings about students' progress between the SENCO and the head teacher
- head teacher's report to parents and governors

### Additional Support

- Students will be offered additional support when it is clear that their needs require intervention in order to remove their barriers to learning
- Under-achieving students and students with EAL will **not** be placed on the list of students being offered additional support (but will be on the college's provision map).

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- In keeping with all vulnerable learners, interventions for students will be identified and tracked using the whole-college provision map

It may be decided that a very small number (but not all) of the students on the SEN list will require additional Top Up funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.

- This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the college can evidence that more than £10,000 above the Average Weighted Student Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

### Individual Education Plans

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows. Our IEPs:

- are a planning, teaching and reviewing tool which enable us to focus on particular areas of development. They are a working document which can be constantly refined and amended.
- will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all students. Targets will address the underlying reasons why a student is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- will be accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”.
- will be based on informed assessment and will include the input of outside agencies
- are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- are time-limited – during review times, there will be an agreed “where to next?”
- will have a maximum of four short / medium term SMART targets set for or by the student.
- will specify how often the target(s) will be covered
- will state what the learner is going to learn and will be clear about what the student should be able to do at the end of the given period.

Targets for an IEP will be arrived at through:

- Discussion between teacher and SENCo
- Discussion, wherever possible, with parents/carers and student
- Discussion with another professional.
- Our IEPs will be reviewed three times a year by class teachers in consultation with the SENCo.

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

### Statement of Special Educational Needs or Education Health and Care Plan

Students with a Statement of Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have an Annual Review of their statement/plan.

- Our college will comply with all local arrangements and procedures when applying for:
  - SEND Funding
  - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### Roles and Responsibilities

#### Head teacher:

- is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- and the governing body will delegate the day to day implementation of this policy to the SENCo
- will be informed of the progress of all vulnerable learners and any issues with regard to the college's provision in this regard through:
  - analysis of the whole-college student progress tracking system
  - student progress meetings with individual teachers
  - regular meetings with the SENCo
  - discussions and consultations with students and parents

#### SENCo (Special Educational Needs Coordinator)

In line with the recommendations in the SEN Code of Practice 2014, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-college provision map for vulnerable learners
- identifying on the provision map a list of students including those in receipt of additional SEN support from the colleges devolved budget, those in receipt of Top Up funding
- co-ordinating provision

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- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all students with a statement of SEN. Complying with requests from an ECHP Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request Top Up funding
- overseeing the smooth running of transition arrangements and transfer of information for Year 11 and 13 students on the vulnerable learners' provision map
- monitoring the college's system for ensuring that Individual Education Plans have a high profile in the classroom and with students
- evaluating regularly the impact and effectiveness of all additional interventions for vulnerable learners
- meeting **at least** three times a year with teachers to review and revise learning objectives for all vulnerable learners who are tracked on the college's provision map
- liaising and consulting with parents and families; keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCo network meetings and training as appropriate.
- liaising with the college's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, (nationally, locally and within college)
- liaising closely with a range of outside agencies to support vulnerable learners.

### **Ethnic Minority Achievement Coordinator (SENCo)**

The EMA co-ordinator (SENCo) will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of students with ethnic minority heritage and EAL, ensuring they are identified on the college's provision map
- maintenance and analysis of whole-college provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for students with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach students with EAL
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all students with EAL
- liaising with parents of ethnic and linguistic minority students, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting at least three times yearly with each teacher to review the linguistic progress of students learning EAL and establish next steps in learning
- in collaboration with the SENCo, evaluating regularly the impact and effectiveness of all additional interventions for students from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 11 and 13 students with EAL.

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- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the college
- advising on and sourcing bilingual and culturally reflective materials to support students' learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- liaising with the college's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

### Class teacher

- liaising with the SENCo:
  - which students in the class are vulnerable learners
  - which students are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map
  - which students (also on the provision map) require additional support which may result in further advice/support from an outside professional. An IEP will be in place
- securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for students to work on agreed specific targets
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### Assessing and Reviewing students' progress and the effectiveness of our educational provision for students

The progress of our students will be assessed and reviewed through:

- the college's generic processes for tracking the progress of all students
- evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each student)
- evaluation of whether students in receipt of Top Up Funding and/or with ECHPs are meeting their individual targets which have been written to address their underlying special educational need.
- the annual review of Statements/ECHPs as prescribed in the SEND Code of Practice (September 2014)
- Parent Consultation Evenings, annually
- reviews of IEPs, three times yearly

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## Special Educational Needs & Disability (SEND) Policy

### **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of students and young people with SEN and measures to prevent bullying**

The college prides itself on its pastoral care and the levels of communication between college and parents/carers who will always be contacted if there is a reason for concern, or their child is ill. In order to achieve this the college has in place:

- A Family Support Worker (FSW) who liaises with parents and outside agencies. The FSW will also provide on-site help and advice for students who need pastoral care over and above what is provided within class. This can be needed for a wide variety of reasons.
- The FSW will act as an advocate for students who need additional support; ensuring that views and feelings are understood. The FSW will speak on behalf of a student, if needed, expressing their views
- The college employs a Behaviour Support Assistants who is skilled in meeting the needs of students who may experience difficulties with their social and emotional needs
- Nurture areas available for younger members of the college community who may need additional support to help them settle into and access college life.
- A clear, graded and gradual behaviour policy is in place which states the consequences of breaking the college rules. Equally, there is also a reward system that is linked to the outcomes students achieve in their work.
- The college has a Breakfast Club available daily between 8.20 and 8.50 a.m. where students are encouraged to share a social eating and recreational time.
- Each class undertakes weekly Personal Social and Health Education lessons which address social and emotional curriculum as well as providing Skills for Life.
- Anti-bullying lessons are included in the PHSE curriculum as well as being addressed in assemblies and the college's participation in Anti-Bullying Week, usually in November of each year.
- The college has an Anti-bullying Policy that all staff adhere to.
- Thera-play sessions are available for students who need additional help to develop their social and emotional skills.

The Family Support Worker is:
Mrs Louise Tan
01536 500030

# **Isebrook SEN Cognition and Learning College**

## **Special Educational Needs & Disability (SEND) Policy**

### **Information about the expertise and training of staff in relation to students and young people with special educational needs and about how specialist expertise will be secured.**

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our SENCo will be a qualified teacher, working at our college, and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCo, will regularly attend local network meetings for SEN
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the college development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the college from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning; the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our college will, wherever possible, join with other colleges in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our college employs staff of the highest calibre.

### **Information about how equipment and facilities to support students and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our college will fund this as additional SEN support up to £10,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the college will apply to the Local Authority for Top Up Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the college from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our college will, wherever possible, join with other colleges in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

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## Special Educational Needs & Disability (SEND) Policy

### Arrangements for consulting parents of students with special educational needs and involving them in their student's education

#### 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
- giving parents and carers opportunities to play an active and valued role in their student's education
- encouraging parents and carers to inform college of any difficulties they perceive their student may be having or other needs the student 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 college can help their student
- agreeing targets for all students, in particular, those not making expected progress, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

#### Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. 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 **so that they know what their targets are and why they have them**
- self-review their progress and set new targets with their teacher
- monitor their success at achieving targets on their Individual Education Plan.

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## Special Educational Needs & Disability (SEND) Policy

**How our college involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting students and young people's special educational needs and supporting their families**

Our college will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care

- We aim to respond quickly to emerging need and work closely with other agencies including :
  - Early Help Team
  - CAMHS
  - Educational Psychology Service
  - Northamptonshire Information Advice and Support Service (formally PPS)
  - NCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - Education Entitlement Service
  - Multi-agency safeguarding hub
  - Specialist educational teachers
- In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students in our college. We comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the needs of a student are very specific (eg autism, visual impairment, dyslexia etc).
- We have a clear point of contact, the SENCo, within the college who will coordinate the support from outside agencies for each student though in some cases it may be another member of staff who we have identified as a key worker.

### **Arrangements for supporting students and young people in moving between phases of education and preparing for adulthood**

The school employs a transition worker whose role is to coordinate and ensure that plans are in place for all students, so that:

- We will ensure smooth transition into our college from the previous phase of education and from our college into the next phase of education.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students. Students will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

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## Special Educational Needs & Disability (SEND) Policy

- A transition timeline will be produced, with specific responsibilities identified.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Students and parents will be encouraged to consider all options for the next phase of education and the college will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

### Admission Arrangements

No student will be refused admission to college on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the college, as agreed with the Local Authority*)

### Complaints

If there are any complaints relating to the provision for students with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. A governor may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**Contact details of support services for parents of students with special educational needs** (Please refer to our Safeguarding Policy for details of how we access the CAFF team and Multi-Agency Safeguarding Hub).

### Links with Other Services

Effective working links will also be maintained with:

- Educational Psychology Service. Contact Number: 01604 630082
- Education Entitlement Team: Contact number: 0300 126 1000
- Information Advice and Support Service: Contact Number: 01604 636111
- Virtual College for Looked After Students: Contact number: 0300 126 1000
- Secondary Behaviour Outreach Support (Maplefield’s Team): Contact number: 01536 409040

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Further details relating to Northamptonshire County Council's Local Offer:

[www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer).

### Inclusion of students with English as an additional language

#### Definition

A student who has English as an Additional Language is a student whose first language is not English, and who uses that language on a regular basis inside or outside of college. EAL students are not considered to have a Special Educational Need, unless diagnosed, but are seen to benefit from the ability to live and learn in more than one language.

#### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our college by respecting that diversity and reflecting it in our college environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our college community.

The routine and prolonged withdrawal of students with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual college curriculum.

#### Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a college place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our college. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

### Provision

Students with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the student's first language
- students will be placed in sets and groups which match their academic ability.
- work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the student to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- progress of EAL students will be monitored against both A Language in Common and against other relevant indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCo. Provision will be recorded and monitored for effectiveness using the college's provision map, in line with standard practice for all vulnerable learners in the college. The student will not be placed on the SEN register for reasons of EAL.

### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the college and approach the college regarding any concerns they may have on their student's progress. We endeavour to fully include EAL parents in the life of the college by, wherever possible, providing interpreting facilities at parents' evenings and other college meetings and by providing key college information in translated format.

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

### Inclusion of students who are Looked After in Local Authority Care

Isebrook SEN Cognition & Learning College recognises that:

Students who are looked after in local authority care have the same rights as all students but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. There are commonly understood reasons (Social Exclusion Unit Report: 2003] why students who are looked after in local authority care often fail to make expected progress at college :

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of college
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all colleges to have a designated teacher (DT) for looked after students. The responsibilities of our designated teacher include:

- monitoring the progress of students who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in college
- ensuring that students who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of students who are 'looked after' is transferred between agencies and individuals
- preparing a report on the student's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual College team.
- liaising with the student's social worker to ensure that there is effective communication at all times
- celebrating the student's successes and acknowledge the progress they are making.

Our college will work closely with the county's The Virtual College (VS) for Students which promotes the educational needs of Looked After Students and monitors admissions, PEP completion, attendance & exclusions.

The Designated Teacher for Looked After  
Children (LAC) is:

Mrs. Sharon Taylor

01536 500030

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

### Inclusion of students who have Specific Learning Difficulties (SpLD)

‘Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and the automatic development of skills that may not match up to an individual’s other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.’ (British Dyslexia Association definition)

It is recognised that some students, despite their intellectual and other abilities, may have difficulty learning to read and/or spell and write fluently. Motor skills and coordination may also be affected and they may also have organisational and memory difficulties. These students may be described as having Dyslexia or a Specific Learning Difficulty. Some students may have other additional support needs including Dyspraxia, Dysgraphia, ASD or ADHD which require specialist educational support and that they have the right to access the curriculum and other college activities.

This policy is set within the context of a range of dyslexic needs and aims to inform staff, parents and students on how we meet the needs of and ensure the progress of students with Dyslexia and SpLD. Appropriate strategies and structures of support are available to children who have additional support needs. Individuals will have varying patterns of difficulty and will require a variety of support strategies. What may start as a learning difference may quickly become a learning difficulty if undetected and unassessed. Considerable work has been undertaken nationally to develop further awareness among teachers and professionals of the barrier that young people may face on a daily basis.

At Isebrook SEN College the following arrangements are made to ensure that students’ needs are met:

- an early identification process (using diagnostic testing) will ensure that students who are experiencing difficulties with aspects of their learning are spotted as early as possible.
- Where necessary students will be assessed within college before referring to external professionals for further assessment.
- If, despite efforts to improve the student’s difficulties, it is felt there is still a mismatch between a student’s underlying skills and attainment, with parental permission, the student will be referred for further external assessment e.g. an Educational Psychologist
- Students with identified additional support needs will have Individual Education Plan (IEP) or an Individual Support Plan targets.
- IEPs and targets will set out the provision that can be made from Isebrook’s resources and the strategies which class teachers can adopt to help students access the curriculum..

# **Isebrook SEN Cognition and Learning College**

## **Special Educational Needs & Disability (SEND) Policy**

- All staff at Isebrook who teach the student will be made aware of his/her difficulties and their agreed plan and strategies.
- Strategies may include, word banks, use of spellcheckers, talking pens, use of word processors and other ICT software as well as provision of extra time, reader and/or scribe if recommended.
- Staff are sensitive to individual needs and will reduce any embarrassment or anxiety a student may feel i.e. not asking a student to read aloud unless he/she is happy to do so, using coloured paper, 'dyslexia friendly' fonts etc.
- Teachers will be sympathetic when marking a student's work for example, concentrating on content not spelling and will be aware of the need to try to find alternative ways of assessing progress rather than always through the written tests and exams where possible (see Marking Policy).
- Students with additional support needs may have experienced 'failure' and sometimes their motivation for learning can be low. Therefore teachers will use innovative teaching styles in order that learning should be active and as attractive as possible to enable individuals to acquire knowledge, facts and concepts.
- Information packs are available for parents of students with SpLD detailing advice for support strategies.

### **Assessments should be:**

- Collaborative – with parents and other professionals when necessary.
- Contextual – relevant to the student's learning environment and taking account of environmental factors in the student's development.
- Holistic – involving physical, emotional and social factors as well as cognitive factors, identifying strengths as well as weaknesses
- Interactive – evaluating the effect of different factors, early identification is essential to enable the student to access the curriculum. When concerns are first highlighted by staff, students or parents of students, steps should be taken by the class teacher to differentiate the curriculum in response to his or her needs. If insufficient progress is made as a result of class based interventions the student will be referred to the Literacy Team for further assessment. Following completion of additional 'in-house assessment' the SENCO will advise whether it would be beneficial to involve the Educational Psychologist/Specialist Assessor for further assessment. Parents will be informed.

### **Roles and Responsibilities Subject / Class teachers**

- To be aware of the patterns of development that may indicate a specific learning difficulty (see Dyslexia and SpLD Staff Information Pack).
- To collaborate over alternative assessment arrangements. If necessary, implement within class initial supports via a differentiated programme and teaching and learning strategies based on on-going evaluation.
- Collaborate with Literacy Team and SENCO to implement agreed strategies
- Contribute to IEPs and Support Plans

# Isebrook SEN Cognition and Learning College

## Special Educational Needs & Disability (SEND) Policy

- To alert colleagues where problems are prolonged, learners seem resistant to intervention or behavioural changes are noted.

### **Support Staff:**

- Support class teachers with a range of appropriate identification strategies
- Help to prepare IEPs and targets
- Support teachers with differentiation of the curriculum
- Support students, where appropriate

### **The Curriculum Leader will:**

- Ensure procedures are in place to support early identification
- Work collaboratively with all staff and the College Leadership Team
- Monitor all student progress through review of termly progress, IEPs and targets
- Take responsibility, when required, in identifying targets for students
- Co-ordinate input from external agencies
- Ensure parents have ready access to information about their child's progress and support needs
- Ensure staff are given relevant CPD opportunities
- Liaise with the SENCo at all stages

### **Parent/Carer and Student Involvement**

Collaborative working with parents is central to the success of the support implemented for students. Liaising with parents/carers will take place at all stages of the assessment / identification process and thereafter. Parents are a valuable source of information about their child/ren so this should be utilised at all times. Equally, the college expects that parents will undertake the recommendations made to support their student as advised by teaching and support staff. Students are also expected to take on board advice offered by staff including attendance at interventions sessions where required