



British College La Cañada

Whole School

SEND / ADDITIONAL LEARNING NEEDS POLICY

SEND / Additional Learning Needs Policy

Aims

British College la Cañada aims to:

- foster among pupils a caring and considerate attitude towards each other and their environment;
- provide equal access to a broad and balanced curriculum, regardless of gender, creed, race or special educational needs;
- provide a secure and positive environment, so that each child will feel valued, safe and happy;
- develop the whole child: physically, emotionally and intellectually;
- equip the children with the skills needed for their life beyond school;
- recognise the importance of each child's self-esteem and enhance this wherever possible.

Objectives

The school will:

- Ensure the earliest possible identification of SEND;
- Involve parents and pupils as partners in the SEND process;
- Regularly monitor and review each child's progress and take appropriate action;
- Make full use of the expert support facilities of the Educational Psychologist;
- Cater, wherever possible for the full range of special needs within the school.

Definition of a Special Educational Need / Additional Learning Need

For the purpose of this policy, we use the definition of SEND:

A child has special educational needs if s/he has a learning need that requires educational provision which is additional to, or otherwise different from, the educational provision generally made for children of their age in school. At any point in their school life a child may have Special Educational Needs, including those gifted and talented.

A child has a learning difficulty if s/he:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which either prevents or hinders the child from making use of the education facilities of a kind provided for children of the same age in schools within the area.

Learning difficulties can fall into one or more of the following categories:

- Speech, Language and Communication Needs
- Behavioural, Emotional and Social Development
- Specific Learning difficulty
- Sensory Impairments

The school is committed to providing the necessary resources for early identification, assessment and support for all children with SEND/ALN.

Teacher's respond to pupils' needs by:

- Providing support for pupils who need help with communication, language and literacy;
- Planning to develop pupils understanding through the use of available senses and experiences;
- Planning for pupils full participation in learning , and physical and practical activities;
- Helping pupils to manage their behaviour/emotions and to take part in learning effectively and safely.

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Provision

The school's provision for pupils with SEND/ALN will be coordinated by the Headteacher

The SEND Coordinator has an important role to play with the head teacher, in determining the strategic development of SEND/ALN policy and provision in the school.

The SEND Coordinator has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND. The SEND Coordinator provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies in collaboration with the Nurture program in each Key Stage.

The key responsibilities within the SMT with responsibility for SEND are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for all pupils
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Headteacher and school management to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Effective learning opportunities will be offered to all pupils. Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with SEND in their care.

The school has an SEND Coordinator who works closely with the school psychologist and a support teaching assistant to monitor and control IEPs, targets, target setting and progress of pupils.

All pupils have access to a broadly based and balanced curriculum. If a class teacher detects that a child in their care may require special educational provision, they will assess them and pass on all information to the SEND Coordinator, who will also carry out appropriate assessments and observations.

Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.

The school seeks to comply with the 2010 Discrimination and Disability Act. There are stairs leading to the Upper Primary provision but this also offers lift access for those with a physical disability. In the main secondary school area there are stairs and lift access to the upper floors and there is a ramped access to the school. There are also ramps to all outside sports facilities and the doors comply to the 2010 Discrimination and Disability Act. There are also disabled toilet facilities.

Inclusion

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of a multi-sensory approach whenever possible and practical;
- planning and assisting for children's participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping children to manage their emotions, particularly trauma and stress, and to take part in learning.

Identification and Assessment

Early identification is vital.

The class teacher and support staff assess and monitor the child's progress in line with existing school practices. These include formative and summative assessments such as:

- assessment for learning including observation, dialogue, marking, etc.
- baseline assessment for children entering school in reception;
- GL Progress tests in English;
- GL Progress tests in Mathematics;
- GL tests in Science;
- concern from parents;
- The school's system for observing and assessing the progress of individual children will provide information about areas where the child is not progressing satisfactorily.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher may decide that the child needs help over and above that which is normally available within the class. At this time, the school psychologist may also be consulted. The key tests of the needs for action is evidence that current rates of progress are inadequate as compared to peer group and target level.

SEN Support

When a class teacher or SEND Coordinator identifies a child with learning needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called School Action. The triggers for intervention will be underpinned by evidence for a child who:

- makes little or no progress when teaching approaches are targeted particularly in a child's area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals will already be involved with the child. Where these professionals have not already been working with the school staff, the class teacher or school psychologist, may contact them if the parents agree. The Psychologist and SEND Coordinator will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering the individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention

The Psychologist, SEND Coordinator and the class teacher will decide on the action needed to help the child's progress in the light of their earlier assessment. This may include:

- differentiated learning materials;
- small group or individual support with Learning Mentors;
- Additional Learning Needs (ALN) support provided in small groups outside of the classroom.
- additional adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to support services for a one-off occasional advice on strategies or equipment.
- Individual Education Plans.

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short term targets for the child;
- the teaching strategies to be used;
- the provision to be put into place;
- when the plan is to be reviewed;
- outcomes - to be recorded when the plan is reviewed.

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon two or three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year, but usually termly, and parent's views on their child's progress will be sought termly. This will take place in October and February with a full review at the end of the summer term. Wherever possible, the child will be consulted during the review process and be involved in setting and monitoring targets.

Nurture program

The Nurture programme will be used to support pupils with both behavioural and academic needs. Pupils will work in mixed groups to facilitate behaviour issues and these groups will follow a plan and be observed and assessed continually. Pupils will work in these groups during PSHE sessions and will have individual times should the need arise. The coordinator of such program will maintain that the staff and parents are informed of the pupil's progress and needs at termly.

Parents and Partners

Parents are involved at every opportunity from early identification of special needs. Regular termly review meetings will be held with parents, teachers, support staff and children to discuss and agree progress made and set targets for achievement. Further concerns may be raised with the psychologist or Head of Studies when a suitable appointment has been made.

It is vital for the school to maintain positive and clear communication with parents throughout the school year so as to make sure students feel fully supported.

Class teachers inform parents/carers of the student's school life/experiences, both positive and negative, at least once a week. All parents and carers of pupils at British College La Cañada are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at British College La Cañada will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Processes in the Secondary department

Secondary Coordinator

The Secondary Coordinator with the advice of teaching staff, the psychologist and working with parents will prepare IEPs for students with learning difficulties that come under the following areas:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which either prevents or hinders the child from making use of the education facilities of a kind provided for children of the same age in schools within the area.

Learning difficulties can fall into one or more of the following categories:

- Speech, Language and Communication Needs
- Behavioural, Emotional and Social Development
- Specific Learning difficulty
- Sensory Impairments

Every 2-3 weeks the children with special IEPs will have a review meeting with the secondary coordinator to discuss his/her progress and review their targets.

The Secondary coordinator will also monitor the students progress closely over the term.

Interventions

Interventions for students who need support throughout the year follow the process outlines in the Secondary Target Setting, Flight Paths and Intervention Policy.

Author/Written By: S. Nowell (Head of Primary) Additions by K. Simpson (Secondary Coordinator) July 2017
Audience: Infant, Primary and Secondary Staff
Version control: Implemented in: September 2013 Reviewed by SENCO: July 2018 Review date: July 2019