



SHEBBEAR COLLEGE

SEND POLICY

Whole School Policy

Reviewed by SLT: March 2022
Next Review: November 2023

Policy Review at Shebbear College

The SLT acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. The SLT and Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

INTRODUCTION

Shebbear College provides a broad and balanced curriculum for all pupils. At Shebbear College we are committed to offering an inclusive and differentiated curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

Although not bound to follow, except in specific areas (EYFS and support of pupils with statements and EHC plans), Shebbear College aims to follow the guidance of the SEND Code of practice 2015 and to help inform parents of the 'Local Offer' to all parents from the local authority.

Pupils are accepted with an EHCP (Education, Health and Care Plan) providing they can access the curriculum with differentiation in place. These pupils are often provided with extra funding by the LA which the school will use to support the child. The EHCP will be reviewed annually in order to ensure that the stated objectives and provision are effective and relevant to the pupil. All pupils with EHCPs will have short-term targets set for them that have been established after consultation with parents, and those attending the annual review. These targets will be set out in an ITP (Individual Target Plan) and be implemented, at least in part, and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ITP will continue to be the responsibility of the class teacher.

All EHCPs must be reviewed at least annually (the exception to this is in Early Years, where EHCPs should be reviewed every 3 to 6 months, CoP 9.178), with the parents. The pupil, the LA, the school and professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the transition review in Year 9, a representative from Careers South West attends the review meeting.

At Shebbear College the pupils who attend Academic Support (AS) follow the normal, mainstream timetable but are withdrawn from certain subjects in order to attend specialist lessons. In the Senior School they are withdrawn from Modern Foreign Languages. In the Prep School pupils are withdrawn from class lessons. This may be done on an individual or small group basis. This decision is left to the discretion of the AS teacher in consultation with the class teacher.

It is essential that the Academic Support Policy should be appropriate to the particular needs of pupils who have been diagnosed with additional learning needs (ALN). It is the aim of the policy to define how, through screening, assessment and, where necessary, intervention by Academic Support, all pupils can be helped to achieve their full academic potential and to be confident, well-motivated, and enthusiastic independent learners.

The School has a responsibility to provide for the specific needs of pupils and to enable them to participate fully in all areas of learning. Each teacher has a duty to meet this responsibly, drawing on the support of Academic Support Department where appropriate.

The School monitors and evaluates the impact of interventions on the progress made by pupils with additional learning needs (ALN). The School considers what further, additional or different provision might be provided where progress remains unsatisfactory.

Evaluating the effectiveness of provision is managed through:

- The views of all stakeholders
- Annual Reviews
- Testing
- Tracking data and review of targets
- Multi Agency meetings

Relevant Definitions

‘Pupils have special educational needs (Additional Learning Needs) if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of the child’s age’ (Section 156 Education Act).

Pupils have a learning difficulty if they:

- a) ‘Have a significantly greater difficulty in learning than the majority of pupils of the same age’
- b) ‘have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area’
- c) ‘are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.’

Objectives of SEND Provision

These objectives are written down in conjunction with the aims and objectives of the school and with due regard to the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)

- To encourage the whole school community to demonstrate a positive attitude towards SEN/ALN.
- To ensure that no pupil is discriminated against on the basis of their disability.
- To help every pupil realise their potential and optimise their self-esteem by ensuring that all pupils, whether or not they have SEN/ALN, have access to a broad, balanced and relevant curriculum which is differentiated to their individual needs.
- To ensure early identification, assessment and provision for any pupil who may have a specific learning difficulty.
- To provide different levels of intervention to match the pupil's level of needs.
- To allow all staff to play a part in identifying SEN and ALN pupils and to take responsibility for recognising and addressing their individual needs.
- To make relevant information available to staff in support of their curriculum planning regarding pupils’ additional learning needs, including ITPs for the pupils with a statement.
- To maintain relevant pupil records detailing their individual needs, the interventions being put in place and progress being made.
- To conduct regular reviews and monitor and evaluate progress, including annual reviews of pupils with EHCPs.
- To consider what further additional or different provisions might be made where progress remains unsatisfactory
- To work in partnership with the pupil's parents, ensuring effective communication between home and school, and writing reports on progress.
- To involve the pupil in decision making about the type of intervention and course of action, to be included in their ITP.
- To encourage and support staff in recognising their roles and responsibilities regarding pupils with additional learning needs.
- To provide support and/or guidance for staff so that the pupil's needs can be met in the mainstream classroom.
- To develop strong links with the school’s governing body and so involve them in the development and monitoring of the SEN/ALN provision in the school.
- To develop and sustain strong links with relevant schools, organisations and outside agencies.

Identification and Assessment of special educational needs

The school is committed to early identification of additional learning needs and informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Pupils undergo baseline assessment on entry, the results of which can be used to identify the likelihood of SEN/ALNs. Pupils identified as 'at risk' receive follow up testing and are placed on the register of Academic Support, following consultation with parents.

A range of evidence is collected through ongoing assessment and monitoring in the classroom. Also, if a pupil is not making the expected progress, the subject teacher/HsMs is required to inform the Head of Academic Support. Anomalies are also noted in Midys and Yellis testing and further investigation is made. In order to decide whether additional and/or other provision is necessary further assessments are carried out. Then in consultation with the Head, Head of Academic Support, the parents, and tutor, a decision is made as to the level of provision.



Arrangements for Academic Support Lessons

Academic Support is offered to pupils in years 2-13 wherever there is a concern about a pupil's ability to cope with the demands of the curriculum.

- Prep school pupils are withdrawn from lessons as required; there is no additional charge for this. Support is also given in class when necessary, and there may be a charge for an individual Teaching Assistant (TA).

- Year 7-11 being withdrawn from MFL if appropriate to the level of academic support required. Teaching is in year groups and consists of five one hour lessons fortnightly. There is no additional charge for this.
- Years 12-13 on a drop in basis during free periods of study.

The main objectives of these lessons are:

- To provide the best possible educational and pastoral support for pupils with ALN.
- To identify a pupil's preferred learning style with relevance to independent and class learning.
- To develop skills and strategies in reading, writing, spelling, language and communication, listening, numeracy, study skills and personal organisation to access the curriculum fully.
- To provide a secure base to enhance self-esteem and independence so that pupils with ALN can approach their schoolwork and prep with growing confidence.
- To provide qualified, specialist staff who will work at the pace, style and level appropriate to the individual pupil, based on the results of diagnostic tests, continuous assessment, teacher consultation and parent input.
- To set short-term targets, based on the Individual Target Plan (ITP), which are reviewed on a regular basis.
- To identify teaching strategies which are then recommended to subject teachers.

Responsibilities

The Registrar

- To collect information from the parents of the prospective and new pupils with regard to Additional Learning Needs and alert the Head, the Deputy Head (Academic) and the Head of Academic Support (SENCo). If the pupil is of Prep School age the Head of Prep School and Academic Support teacher should be informed.
- To consult with the Head of ALN regarding all new pupils.

Deputy Head (Academic)

- The day-to-day management of SEN/ALN provision and the confidentiality of SEN provision and systems.
- To ensure in consultation with the Head of ALN (SENCo) that appropriate arrangements, if required, are made for entrance exams for those with ALNs.
- To consult with the Head of ALN regarding consultations with parents as appropriate.
- Line manages the SENCo
- Working with the SENCo to assimilate information from and liaise with outside agencies and support services.

Head of Additional Learning Needs (SENCo)

- The SENCo looks after the day to day management of all issues relating to ALN and is supported by the Deputy Head (Academic).
- To oversee the screening of all pupils new to the school in order to identify those with possible ALN.
- To ensure that pupils with ALN are recorded on the Academic Support register in both Senior and Prep School.
- To review the progress of ALN pupils.
- To consult in the first instance with the Deputy Head (Academic) concerning pupil referrals.
- To create and implement Individual Target Plans for pupils who have an EHCP
- To provide information as to the nature of the difficulty and where necessary, information and learning strategies for individual pupils.
- To ensure that appropriate arrangements are made and in place for those pupils entitled to concessions for public examinations (EAA).

- To oversee the work of the Academic Support Coordinator in the Prep School and ensure that relevant records are kept and maintained.
- To lead and organise a team of classroom and learning support assistants as appropriate.
- To organise appropriate Academic Support lessons for those who require such extra help.
- To offer new opportunities and strategies to pupils who have experienced difficulties in the classroom, taking into account their varied life experiences and needs.
- To keep an open line of two way communication between parents.

Academic Support Coordinator (Prep School)

- To work under the day to day direction of the Prep School Head and work with the Head of Academic Support in providing appropriate support to pupils.
- To oversee the screening of all pupils new to the Prep School in order to identify those with possible SEN/ALN.
- To ensure that pupils with SEN are recorded on the Academic Support register and that each Prep School teacher (years 3 to 6) has a copy.
- To create individual targets for each pupil receiving academic support and to review these targets termly.
- To create Individual Target Plans where considered appropriate in consultation with the class teacher and Head of Prep School.
- To involve parents with the ITP's.
- To review individual targets when appropriate.
- To offer and carry out more detailed screening for SPLD.
- To provide information as to the nature of the difficulty and where necessary, information and learning strategies for individual pupils.
- To organise appropriate Academic Support lessons (ASLAN) for those who require such extra help.
- To work in partnership with parents to enhance pupils' learning including parent teacher meetings and other meetings where appropriate.
- To be available to staff for discussion and advice about SEN/ALN concerns and issues.

Head of EYFS

- To ensure SEN practice in the EYFS Pre-School is in line with the requirements laid down by the SEND code of practice 2015.

Heads of Department

- To ensure that issues regarding SEN/ALN are a standing item on departmental agendas
- To ensure that pupils with SEN/ALN experience differentiated work as appropriate
- To oversee that all teachers in the department are aware of the SEN/ALN pupils
- To make the SENCo aware of any pupil who appears not to be making the expected progress and of the strategies being adopted in the department to address the problem.

Form Tutor

- To use feedback from subject teachers to monitor progress and inform consultation with Heads of Houses whenever there are concerns.
- To be proactive in encouraging the progress of pupils for whom they have a pastoral responsibility.

Subject Teachers

- To familiarise themselves with the information in the AS folder on Staff Drive/Academic Support Register on iSAMS
- To ensure they have identified the pupils with SEN/ALN in their lesson planner.
- To show an awareness of the strengths, learning styles and developmental needs of individual pupils in lessons.
- To ensure that differentiation is used and that ITPs are followed as advised.
- To discuss with the SENCo any difficulties or concerns that they have with pupils who are not making the expected progress.
- To set work and prep appropriate to the SEN/ALN of the pupil and to mark work in an appropriate manner.

Deputy Head (Pastoral)

- To ensure that issues regarding SEN arising in pastoral meeting are discussed with the SENCo.
- To ensure that Heads of Houses monitor the progress of pupils with SEN/ALN from a pastoral perspective.
- To attend the Annual Reviews of pupils with EHCPs when necessary.
- To liaise with the SENCo over pastoral matters involving those pupils with SEN.

HsMs

- To collect information from tutors and boarding staff regarding concerns about pupils within their pastoral remit which might suggest SEN/ALN.
- To advise tutors of strategies to support the progress of pupils with SEN/ALN, from a pastoral perspective.
- To refer to the SENCo pupils who are giving cause for concern.

Head

The Head has a responsibility for:

- Keeping the Governing body fully informed of all relevant SEN issues.

Governor responsible for SEN

- To evaluate the success of the education provided to pupils with SEN/ALN.