



SEND Policy

Aims and Objectives

The specific objectives of our SEND Policy are as follows:

- Set out how CAPA College will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To ensure a consistent, whole school, approach to students with SEND.
- To identify students with learning difficulties or disabilities and/or special educational needs as early as possible and ensure that the necessary support is provided through early intervention, tracking and review.
- To provide students with statements (EHC plans) with the appropriate levels of support
- To support staff in creating a learning environment that meets the special educational needs of each student.
- To ensure that all students have equal access to a broad, balanced and differentiated curriculum.
- To encourage students to be fully involved in their learning and in developing the skills to monitor and review their own progress.
- To ensure that all staff and governors in the school are aware of the importance of identifying and providing for those students with special educational needs.
- To make clear the expectations of all partners when planning for and supporting the provision for special educational needs.
- To ensure that parents are kept fully informed and are involved in supporting the school in meeting the needs of their child.
- To ensure that all teaching and support staff receive appropriate information and guidance to meet the needs of students with identified LDD/SEND.
- To ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the school and the efficient use of resources.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

In practice, however, CAPA College will not take students under the age of 16 and will ensure that all aspects of the SEND Code of Practice are implemented throughout the college.

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

Roles and Responsibilities

SEND Provision at CAPA College is overseen by the SENCO (Adam Sheard).

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Oversees the day-to-day operation and implementation of the school's SEND Policy.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures the school keeps records of all pupils with SEND up to date
- Ensures that background information from the feeder school of each identified student with LDD/SEND is collected, recorded, updated and communicated to the relevant members of staff.
- Analyses the data provided by Educational Psychologists to implement recommendations and to ensure that, where identified, relevant access arrangements are provided for Public Examinations.
- Uses information from subject staff to act as a trigger for student observation in class. (These students will have been identified as displaying needs or behaviours associated with LDD/SEND that may not have been identified by the previous school.)
- Co-ordinates the monitoring and review of interventions/actions that have been introduced to support the student.
- Ensure policies and records are reviewed and updated annually.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensure Student Summary information is adhered too and referenced in planning

SEND Policy in Action

Admissions

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with Education, Health and Care Plans and those without.

Provision for students with SEND is a matter for the college as a whole

We welcome all students to our college and endeavour to ensure that appropriate provision is made to cater for their needs

All students with SEND play a full part in the daily life of the college and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed

Students with identified needs, including those without Education, Health and Care Plans, are admitted into college and fully integrated unless it would be incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility

In any admissions case, we advise parents to make direct contact with the Admissions Administrator prior to an audition. The Admissions Administrator would consider the best way for the student to be supported in terms of effectively accessing the different elements of the audition process. If a student was offered a place at the school, a member of the Leadership Team would meet with the student and his/her parents/carers to explore whether or not and how the individual's access needs could be accommodated.

Before a student starts at CAPA College, the parents complete a medical history form that could alert the school to potential difficulties and reasonable adjustments to be made to ensure that individual needs are identified, addressed and met. During enrolment, CAPA College will contact the secondary schools of all students to obtain a confidential written reference for each student that will provide information on any needs and any intervention or strategies undertaken.

Identification and Assessment:

Where some needs emerge after a student has begun a programme, our teaching staff will work with specialist support to identify where a student may be having difficulty which may be because of SEND.

The graduated response, adopted by CAPA College, recognises that there is a continuum of needs, as recommended in the SEND Code of Practice 2014

Our approach considers the **4 key steps - Assess, Plan, Do, Review**, so that effective provision is put in place so as to remove barriers to learning:

Assess:

- Where a student has a learning difficulty or disability that calls for special educational provision, CAPA College will use its best endeavours to put appropriate support in place.

- Students will be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support will be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.
- In a very few cases it may be necessary to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the Local Authority guidance to help make any such decisions. If, in rare cases, the student's needs are considered to be severe and complex, statutory assessment will be considered under the new Education Health and Care (EHC) Plan.

Plan

- Where SEND is identified, we will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support.
- Plans will be developed with the student and the support and intervention provided will be selected to meet the student's aspirations, being based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge.

Do

- CAPA College will ensure that the agreed support is put in place, and that appropriately trained staff provide the support needed. We will work closely with the student to assess the impact and success of the intervention.

Review

- Reviewing student progress will be made at termly checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support and in light of student progress and development, make any necessary amendments going forward, in consultation with students, parents and subject teachers, as appropriate.
- Where a student has an EHC plan, CAPA College will work with the local authority, as required, to enable a review of the plan to take place at least every twelve months. Where requested by the local authority, CAPA College will convene and hold the annual review meeting on its behalf.

Resources, Curriculum and Inclusion

Resources:

A proportion of our budget is allocated for resources, which include identified materials for use to support students who need additional or different activities.

The provision of additional support is made as appropriate from the delegated SEND budget

We intend to develop our resources to support students with SEND that link with priorities stated in the school's development plan

Curriculum entitlement:

The educational support provided by the SENCO, teachers and support staff includes;

- a) In class support
- b) Small group work
- c) One to one bespoke support in a withdrawal setting

The SENCO will hold, centrally, details of all strategy plans and subject targets for individual students. SEND Information and support strategies will be cascade to relevant staff in order to aid teaching and learning and to maximising student progress.

All students are entitled to a performing or creative arts based curriculum. Progress is continually monitored.

All information gained is used to support planning in order to aid progress.

All students aged 16 to 18, or aged 19 to 25 if they have a Learning Difficulty Assessment or Education and Healthcare Plan, who do not hold a GCSE grade 4-9 or equivalent qualification in Maths and/or in English, will be required to be studying these subjects as part of their study programme in each academic year

Inclusion:

We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all students and systems for early identification of barriers to learning and participation

Identification and Review of Student Needs

Identification of special educational needs will be undertaken following referral by any member of staff expressing concern regarding an individual's progress. Further assessment may be administered by the SENCO to obtain more specific information regarding a student's individual learning needs, to inform planning and implementation of provision. Records will be maintained through a process of continuous assessment by the class teacher. Records could be further complemented by the results of standardised assessments, administered by the SEND team, together with the range of assessments administered with all students on a rigorous basis to inform data collection, reports, etc.

Where necessary, students will be referred to the SENCO for diagnostic testing to construct a profile of an individual's strengths and weaknesses.

The progress of students with special educational needs will be reviewed through formative and summative assessment as outlined in the Code of Practice. The progress of students with a EHCP will be reviewed annually.

Access Arrangements

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

Making special arrangements for candidates to take exams is the responsibility of the exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.

Rooming for access arrangement candidates will be arranged by the SENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the exams officer.

If we feel that a student is not making progress commensurate with their ability and if we feel that he/she may need extra time for exams, we will advise their parents/carers to consult with an Educational Psychologist and to enlist their support in completing an evaluation if a specific barrier to learning exists.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the college but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENCO and any other relevant agencies.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENCO, Social Care and Health professionals.

Education, Health and Care Plans (EHC Plan):

Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in college and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

Professional development for Staff:

We have a plan for the professional development and training of all staff in line with the priorities identified in the School Development Plan.

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

There is an induction procedure for all new staff into the college's policy and procedures for SEND.

Support services available:

Advice and support from outside agencies is available if requested by the college.

We have links with various voluntary agencies that the college can contact and is available as a support for parents, if applicable.

We believe that effective action on behalf of students with SEND depends upon close cooperation between the college and other professionals, e.g. the Local Authority, SEND support services, health services, social services, etc

Links with other agencies:

The college is committed to involving parents/carers. This is a commitment to all parents but is especially important in the case of those whose students are identified with SEND. We include all in performances, exhibitions and informal meetings.

Records of all students are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any students identified as needing additional or different provision to enable continuity of support.

Partnership with parents

Parents/carers are notified of any concerns as they arise and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in informal conversations and formal meetings.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in college and at home.

We promote a culture of co-operation between parents, schools, Local Authorities and others. This is important in enabling anyone with SEND to achieve their full potential.

We respect the differing perspectives of all parties concerned with students with SEND and seek constructive ways of reconciling different viewpoints.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Student participation

Students have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the students in college are given due weight according to their age, maturity and capability.

Students participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

Transfer and Transition Arrangements

We have procedures in place to ensure that transfer or transition arrangements take place with ease and are perceived in a positive light, by all our students.

Preparing for Adulthood

CAPA College understands that the support it provides to its young people can have a major impact on their preparation for adulthood, helping them go on to achieve the best outcomes in employment, independent living, health and community participation.

We will work closely with all health and social care partners to provide students with SEND the information and skills they need to help them gain independence and prepare for adult life.

CAPA College will consider how study programmes can be designed to create pathways to employment, where appropriate.

Throughout, CAPA College will focus on supporting young people so they are empowered to make decisions for themselves.

Complaints Procedure

The procedures for making and managing complaints are as specified in the school's complaints policy. Initial concerns or enquiries about a student with special educational needs or disabilities, or SEND provision, should be dealt with by the class teacher, the SENCO or the Principal. A response will be made as soon as possible.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints Procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy. All formal complaints that are received will be recorded in school and acknowledged, as outlined in the Complaints Policy.

Monitoring the Effectiveness of this Policy

This policy and information report will be reviewed by the SENCO and Principle **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the numbers of students identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO, SLT and MLT monitor classroom practice/analyse student tracking data and test results/identify value added data for students with SEND.

SEND is part of our self-evaluation arrangements/is a priority in the Development Plan.

Further evidence will be gathered regarding:

- staff awareness of individual student needs
- success of the identification process at an early stage
- academic progress of students with special educational needs in relation to other vulnerable groups of students and also in relation to students who do not fall into a vulnerable category
- improvements in behaviour of identified students
- student attendance
- number of exclusions
- consultation with parents
- number of students moving between key stages
- students' awareness of their targets and achievements

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

CAPA College reserve the right to amend this policy at any time in the academic year.

Policy written:	1 st June 2018
Policy written by:	Adam Sheard
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