

Callywith College

Special Educational Needs and Disability Policy

1. Aims

Callywith College is committed to meeting the needs of all learners within a culture of inclusion and high aspiration. Callywith College will seek to ensure that all students, including those with special educational needs and disabilities, are able to access a broad and balanced education and should be integrated fully into all aspects of college life, without stigma, prejudice or discrimination. Callywith College aims to provide outstanding teaching and learning with an outcome focus, making the necessary adjustments to break down barriers to learning and promote success.

2. Objectives

Callywith College will:

- Ensure that the identification and assessment of students with SEND needs takes place as early as possible.
- Keep a register of students with SEND and maintain records relevant to decisions made in relation to students registered.
- Provide access to a broad and balanced curriculum that is differentiated to meet individual needs.
- Provide learning support to help students with SEND have access to, and make progress within the college curriculum.
- Provide teaching of basics skills for students with significant learning difficulties with aspects of literacy or numeracy to ensure a greater degree of learning independence.
- Enhance teaching and learning strategies to ensure they are appropriate.
- Facilitate the use of resources and equipment needed to differentiate the curriculum to keep students motivated.
- Enable the effective use of ICT in the classroom.
- Establish and monitor the impact of individual Education, Health and Care plans, based upon assessment of needs that will set relevant student targets and teaching strategies and coordinate a range of provision to ensure the student attains at the highest level.
- Provide continuity of advice and provision for students with SEND throughout their time at college, especially during transition from year 12 to 13 and in preparing them for the world of work or higher education.
- Ensure that students with SEND are fully integrated into the personal, social and academic life of the college, and have every opportunity to participate in sporting and extra-curricular activities.

- Seek advice and help from agencies, and work in partnership with them to meet the needs of the students.
- Ensure that the college takes account of the wishes and feelings of parents when making assessments and planning actions to meet their child's special needs.
- Encourage parents to recognise that they have responsibilities towards their child, and that the most effective provision will be made when we work in partnership together with other agencies.
- Encourage all staff, teaching and non-teaching, through both external and internal in-service training, to develop their understanding of SEND.

3. Implementation

Provision for students with special educational needs is a matter for the college as a whole. In addition to the Trustees, Principal and Student Services Co-ordinator all members of staff have important responsibilities with regard to the provision and support for SEND students.

Trustees:

The Board of Trustees follows the guidelines as laid down in the SEND Code of Practice: 0-25 years 2015 to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that students with SEND engage in the activities of the wider college alongside those students who have no special educational need or disability.
- Designate a qualified teacher to be responsible for co-ordinating SEND provision – the Student Services Co-ordinator (SENCO)
- Inform parents/carers when they are making special educational provision for a young person

Principal:

The Principal has responsibility for the day to day management of all aspects of the college's work, including provision for students with SEND. The Principal works closely with the college SENCO (who is also a member of the Senior Leadership Team) and the Trustee with responsibility for SEND provision.

SENCO:

In collaboration with the SEND Governor, Principal and Senior Leadership Team the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENCO takes day to day responsibility for the implementation of the SEND policy and co-ordinates the provision for individual students, working closely with staff, parents/carers, students and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.

The principle responsibilities of the SENCO include:

- Overseeing the day to day implementation of the SEND policy
- Co-ordinating provision for SEND students and reporting on their progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the college's delegated SEND budget and other resources to meet students' needs effectively
- Planning, monitoring and evaluating SEND training for staff
- Overseeing the records of all SEND students and ensuring they are maintained accurately and are kept up to date
- Liaising with parents/carers of SEND students
- Being the main point of contact for external support services and agencies.
- Being the main point of contact for the Local Authority with regard to SEND provision and students with EHC Plans
- Liaising with other schools, FE providers and training providers to ensure transitions for SEND students are planned well and implemented effectively
- Monitoring and evaluating the impact of interventions provided for students with SEND
- Providing relevant information on the individual needs of SEND students to ensure that teachers can plan appropriate in class support for mainstream provision
- To lead on the strategic development of high quality SEND provision as an integral part of the college development plan
- Ensuring that the college meets its statutory obligations under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff need to be aware of the college's SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- Teaching staff must adhere to the relevant Teacher Standards with provision made for SEND students as follows:
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- Have a clear understanding of the needs of all pupils, including those with special educational needs... and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Develop effective professional relationships with colleagues, knowing how and when to draw on specialise advice and support – Deploy support staff effectively.
- Teaching assistants and class teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review)

4. Monitoring and evaluation

A trustee will be designated as responsible for SEND. The Student Services Co-ordinator will report to the Curriculum and Standards Committee on a termly basis. An annual review of provision will be undertaken by the Student Services Co-ordinator and presented to trustees with an action plan for improvement and new developments to ensure provision is having the maximum impact on the students' academic, personal and social achievement.

Signed by Principal:

Date:

Signed by Chair of Trustees:

Date: