

## 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. We will seek to ensure that all students, including those with special educational needs and disabilities, are able to access a broad and balanced education alongside full integration into all aspects of college life, without stigma, prejudice or discrimination.

Callywith College aims to provide outstanding teaching and learning, making the necessary adjustments to break down barriers to learning and promote success.

### 2. Objectives

Callywith College will:

- Ensure that identification and assessment of students with SEND takes place as early as possible.
- Keep a register of students with SEND and maintain records relevant to decisions made in relation to them.
- Provide access to our curriculum in a way that meets individual needs.
- Provide learning support to help students with SEND to access and make progress within the college curriculum.
- Enhance and adapt teaching and learning strategies to ensure they are appropriately differentiated.
- Facilitate the use of resources and equipment to differentiate the curriculum.
- Enable the effective use of ICT in the classroom.
- Support students with Education, Health and Care Plans and identified assessed needs by setting relevant targets, using appropriate teaching strategies and coordinating 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 11 to 12 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 we take account of the feelings of parents when making assessments and planning actions to meet their young person's specific needs.
- Encourage parents to recognise 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 SEND is a matter for the whole college. In addition to the Trustees, Principal, Assistant Principal for Student Experience, SENDCo (Special Educational Needs & Disabilities Coordinator) Assistant SENDCo and Learning Support Assistants, all members of staff have responsibility regarding 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 young person 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 (SENDCo).
- 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 Assistant Principal for Student Experience works closely with the college SENDCo, as does the Trustee with responsibility for SEND provision.

#### **SENDCO**

In collaboration with the SEND Trustee, Principal and Assistant Principal for Student Experience, the SENDCo determines the strategic development of the SEND policy and provision with the aim of raising the achievement of students with SEND.

The SENDCo 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 SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.

The core responsibilities of the SENDCo 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 regarding 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.
- Ensuring that the college meets its statutory obligations, under the Equality Act 2010, to make 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 students' ability to learn, and how best to overcome these.
  - Demonstrate an awareness of the physical, social and intellectual development of children and young people, and know how to adapt teaching to support their education at different stages of development.
  - Have a clear understanding of the needs of all students, 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 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 SENDCo will work with the Assistant Principal for Student Experience to regularly review provision. This will be shared with trustees. An annual review of practice as part of the SAR process will

provide an action plan for improvement, and any necessary new developments to ensure provision is having the maximum impact on the students' academic, personal and social achievement.