

John Colet School SEND Policy

Date policy was agreed	November 2010
Date policy was reviewed	December 2015
Date reviewed by Governor Advisor	December 2015
Date reviewed by Parents	September 2015
Date reviewed by the Governors	December 2015
Governors body responsible for the review	Full Governing body
Employees accountable for writing and reviewing the policy	SENDCO, Deputy Headteacher

Guidance: From NASEN UPDATING SEN POLICY for SCHOOLS 2014

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (date 2014 and 2015 update)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENDCOs with the SEND Governor in liaison with the SEND Manager, SEN Team, SLT, all staff and parents of pupils with SEND.
- The full governing body approves the policy.

School Values and beliefs:

- The SEN policy reflects the values within the school mission statement *'through hard work, inspiration, mutual respect and enjoyment, we will achieve success together'*.
- Every teacher is a teacher of every child or young person including those with SEND.
- The school recognises the right for students with SEND to be educated in a mainstream school. We believe that the special educational needs of our students are best met through a personalised response to their individual needs. We aim to enable each student to reach their full potential regardless of their difficulties by providing appropriate teaching to make learning challenging yet enjoyable. Special educational needs provision is an integral part of the curriculum and the responsibility of the whole school community.

The aim of the JCS SEND Policy

John Colet School seeks to create a positive and secure environment in which effective teaching and learning can take place.

We are committed to the following principles:

- Respect: for self, others and the environment.
- Inclusion within mainstream and society.
- Collaboration between students, parents and school staff.
- Developing learning skills and personal qualities across the curriculum, inside and outside the classroom.
- The school does not discriminate against students on the grounds of their needs.

- Raising the aspirations of and expectations for all pupils with SEN. At the John Colet we provide a focus on outcomes for children and young people, not just hours of provision/support.

SEND policy objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. The SENDCO will ensure the full implementation of the SEND policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Identifying SEND at JCS

The Code of Practice describes the four broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At John Colet we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The broad areas of need are:

1. Communication and interaction.

Where a student may experience difficulties with speech, language and communication. This may mean they struggle to communicate what they want to do, understand what is being said to them, or they do not understand or do not know how to use social rules of communication.

2. Cognition and learning

Where a student may learn at a slower pace than their peers, even with appropriate differentiation. This may include a wide range of learning needs from moderate learning difficulties to severe learning difficulties, where children are likely to need support in all areas of the curriculum.

Specific learning difficulties affect one of more aspects of learning. This includes dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties.

Children and young people may experience social and emotional difficulties which manifest in different ways. These behaviours may cause the child to become withdrawn or challenging and disruptive in class.

4. Sensory and/or physical needs

Some students may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many students with hearing impairment, visual impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning.

At the John Colet the identification of special educational needs and disability is met through a range of information gathering and sharing systems and will involve the needs of the individual student in all areas of the curriculum. Please see Appendix Two for more information.

Where progress in the curriculum is slow, the possibility that a student’s problems in the classroom

may arise from SEND will be appropriately assessed and provision made.

A Graduated Approach to SEND Support (See Appendix 2)

Every teacher is a teacher of students with SEND needs. Quality first teaching in the classroom is the first intervention. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching)

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

At John Colet we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Key stage managers and subject team leaders review the data for each learning cycle to target students where extra intervention may be required.

The teacher/STL/KSM as appropriate and SENDCO will consider all of the information gathered from the available sources and from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. Once a student has been identified as having SEND needs the best way of offering assistance needs to be planned.

John Colet SEND Register:

'C' – SEND Concern

Students have additional needs which teachers and staff need to be aware of in order to plan effective differentiated lessons and individualised learning. This includes exam access arrangements, reading and handwriting support. The student is making expected progress in line with data and expectations in lessons.

SEND information is stored on SIMS for teachers to access and updated as new changes of information come to light.

'K' – SEND Support

This is for students identified as requiring extra support, through the evidence gathered from the different sources as previously detailed.

The support then builds to where the student may require support in lessons to help them make progress through and access the curriculum. The school is required to provide the first 13.5 hours of support or equivalent to £6500. Students no longer have LSAs attached to them all of the time as the research has shown that this does not promote independent learning. Therefore the nature of the in-class support will vary based on student need.

Students receiving SEND support will have a SEND support plan which details their needs and the best provision to help them in school, for example learning strategies, which can then be shared with staff via a student profile. This will be reviewed three times a year.

‘S’ – Statement or EHCP – Education Health and Care Plan (EHCP)

This is where a student has received statutory assessment by County and awarded a statement or EHCP. This involves detailed preparation of evidence in support of the learning needs of the student. County have 20 weeks in order to complete the assessment and inform parents of the outcome. County then set out the nature of the support and what the student can expect to receive. This is also supported by additional funding from County.

Each student will have a detailed statement or EHCP which is specific to their learning needs and will have specific objectives to follow. This information is passed to staff via the EHCP. This is reviewed three times a year.

APPENDICES

Appendix 1: KEY CONTACT INFORMATION, ROLES AND RESPONSIBILITIES:

- SENDCO Miss Rachel Elliott senco@johncolet.co.uk undertaking the National Award for SEN (NASENCo award) (Clause 64, C & F Bill, 2014).
- SEND Manager Miss Donna Richardson sendmanager@johncolet.co.uk
- SEND Governor Ms Caroline Taylor via office@johncolet.co.uk Please put FAO Ms Caroline Taylor in the subject line.
- Inclusion Manager Mrs Sonia Borrett sborrett@johncolet.co.uk
- Safeguarding Manager Mrs Alison Scully ascully@johncolet.co.uk
- SLT Lead Miss Sarah Palmer spalmer@johncolet.co.uk

SEND Department structure from Sept 2014

SEND Governor

The SEND Governor monitors SEND issues and the implementation of SEND policy and practice across the school. They provide governance on SEND issues and feedback to the Governors as part of whole school improvement.



SLT Deputy Headteacher



SENDCO

TLR 1a, 0.7 teaching load
Reporting to SLT
Attend Subject Team Leader Meetings



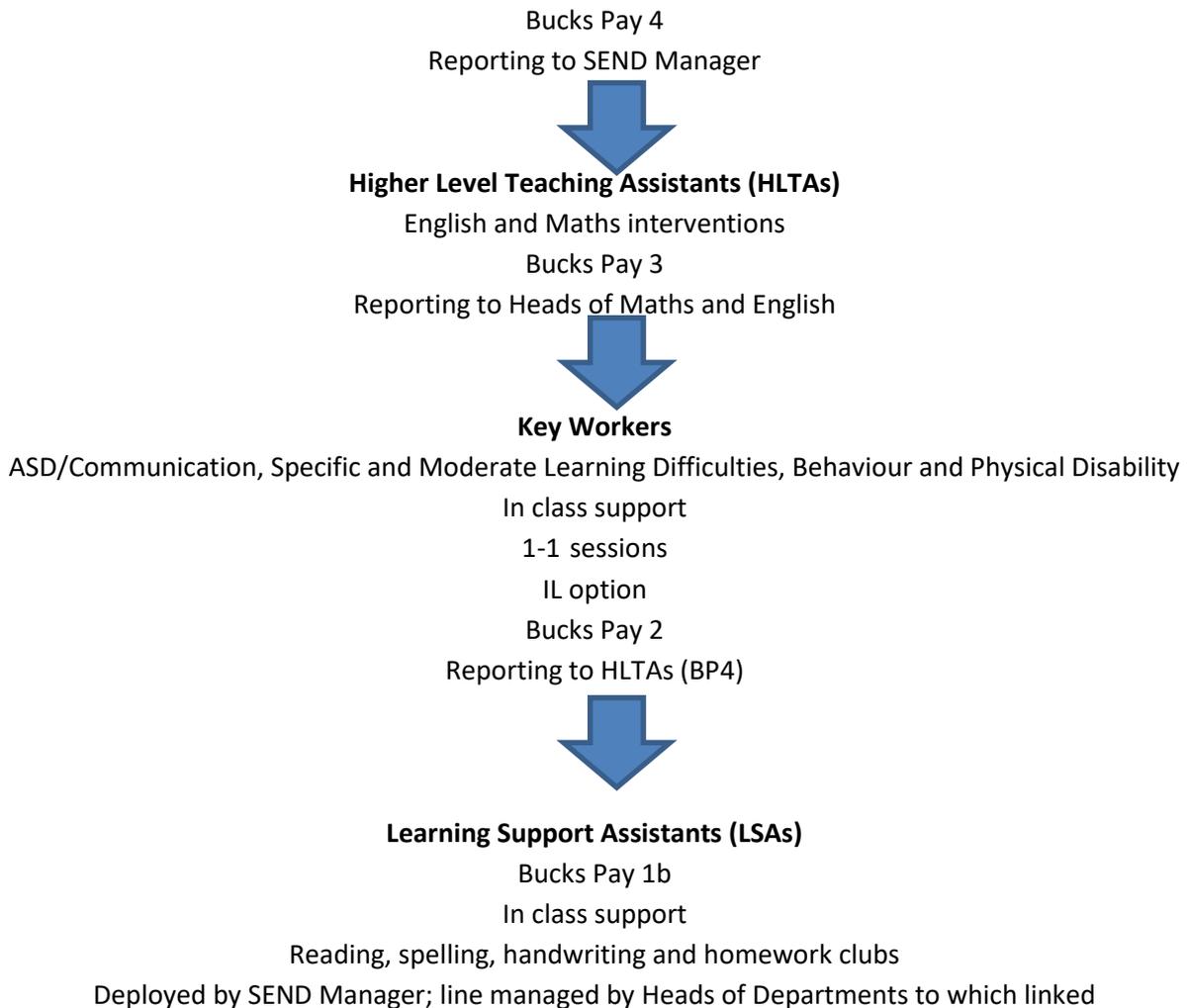
SEND Manager

Day to day management, organisation and maintenance of intervention register
Homework Club
IL Option
Liaison with external agencies
Attend Year Team Leader meetings
Full time, Bucks Pay 5
Reporting to SENDCO



Higher Level Teaching Assistants (HLTAs)

IL responsibilities (exams, training)
English and Maths interventions



Appendix 2: GRADUATED RESPONSE

The following methods are used to identify need, implement learning strategies and evaluate progress:

- transfer documents from previous schools
- visits to primary schools
- information from parents/carers
- screening for literacy difficulties
- testing for exam concessions
- staff meetings/liaison
- classroom observations (I.L. Staff and Subject Teachers)
- Internal tracking systems

The following areas are not SEND, but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying 'behaviour' as a need will no longer be an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which you as a provider will be able to recognise and identify clearly as you will know the child/young person well.

For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals. This will be dependent on the previous assessments, but may, as appropriate to the needs of the student come from:

- The Educational Psychology Service
- The Specialist County Language Team; SLCN and ASD
- The Speech and Language Therapy Service
- Blueprint Short Stay School
- Private Transition Services
- The Education Welfare Service
- The Careers Service (Connexions) for Careers advice
- The School Health Service; including CAMHS (Child and Adolescent Mental Health Services)
- Advisory Teachers - Hearing/Visually Impaired Pupils
- METAS (Minority Ethnic Travellers Achievement Service)
- There are also links and regular meetings with local primary schools throughout the year

Parents, families, children and young people are involved at each stage of the process. Their consent is vital to any involvement from outside agencies involved in this process.

Appendix 3: MANAGING PUPILS ON THE SEND REGISTER

A student is placed on the SEND register if:

- i) They are receiving an intervention within the SEND department above that which they would receive in the classroom or
- ii) They have a learning need that teachers need to be aware of to aid classroom teaching, but do not necessarily require further intervention owing to the progress they are making.

John Colet School also runs intervention groups as a catch up for students who have fallen behind in a subject, this does not mean that the student has SEND needs. Therefore SEND interventions are distinguished from subject catch-up or intervention.

The SEND register has different categories, replacing school action and school action plus from the previous legislation.

Students may find that they are on the register for different periods of time depending on their needs. Under the new Code we will be using the cycle of ASSESS - PLAN - DO - REVIEW. This is to ensure that any intervention is making an impact on the student. Every pupil cohort will be different and provide a different profile of needs overall. As a result, in-house arrangements will need to be personalised to meet the needs of the cohort.

The SEND Manager is responsible for maintaining and updating the student records. The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

All aspects of provision are discussed with the student and their family. If we identify that we are unable to fully meet the needs of the pupil through your own provision arrangements then this is discussed with all stakeholders. We currently have links with:

- The Educational Psychology Service
- The Specialist County Language Team; SLCN and ASD
- The Speech and Language Therapy Service
- Blueprint Short Stay School
- Private Transition Services
- The Education Welfare Service
- The Careers Service (Connexions) for Careers advice
- The School Health Service; including CAMHS (Child and Adolescent Mental Health Services)
- Advisory Teachers - Hearing/Visually Impaired Pupils
- METAS (Minority Ethnic Travellers Achievement Service)

Where appropriate engaging additional support/specialist services can be purchased.

Appendix 4: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

A student can exit the SEND register. The register is not meant to be permanent. Those students on the reading scheme will exit once they are within two years of their chronological age.

Other needs may be more complex and exiting will be dependent on the learning need and the student making or exceeding expected progress.

Appendix 5: SUPPORTING PUPILS AND FAMILIES

- Local Offer

The Buckinghamshire local offer (The Local Authority) (Regulation 53, Part 4) can be found here: <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family.page?familychannel=5>

- The John Colet SEND information report

The John Colet SEND information report (Regulation 51, Part 3, section 69(3) (a) of the Act) can be found at:

<http://www.johncolet.co.uk/Learning/Special-Educational-Needs>

Admissions:

John Colet admission procedures can be found at:

<http://www.johncolet.co.uk/About/Policies>

All students follow admission procedures and await allocation of place. This is usually confirmed around the 1st March during Year 6. Students with statements or education, health and care plans will need to express their preferences in Year 5 and this may involve visiting the John Colet. Visits would be arranged via the SEND Manager.

All Year 6 students spend two transition days during the summer term. During these days they sample different aspects of the secondary curriculum and school life. Specialist transition support is available for those students who may need extra support adapting to secondary life. This may include students with SEND.

Connexions offer support to students moving on to college and sixth form options. All students applying to the JCS sixth form must meet the entry requirements as advertised in the course brochures and the admissions policy.

Appendix 6: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements to support pupils at school with medical conditions can be found at <http://www.johncolet.co.uk/About/Policies>

Appendix 7: MONITORING AND EVALUATION OF SEND

Teachers, Subject Team Leaders, Heads of Year, Key Stage Managers, the Senior Leadership Team and the SENDCO all have responsibility for regularly reviewing student progress within each learning cycle and evaluating the quality of provision offered to all pupils

This is also achieved through learning walks, book audits, sampling of parent views, pupils views and staff views.

All the evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils, not just those with SEND.

Appendix 8: TRAINING AND RESOURCES

All teachers are teachers of students with SEND. Staff receive regular INSET and training on SEND needs as part of a continual programme of professional development.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attend the local network meetings in order to keep up to date with local and national updates in SEND.

Appendix 9: STORING AND MANAGING INFORMATION

Data is stored in line with the school policy on data and information management. This includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.

<http://www.johncolet.co.uk/About/Policies>

Appendix 10: REVIEWING THE POLICY

This policy is reviewed annually, in line with the new requirements for SEND by the SENDCO and SEND Governor, with parent consultation wherever possible, effective from 1 September 2014.

Appendix 11: ACCESSIBILITY

Statutory Responsibilities:

The Disability Discrimination Act, as amended by the SEN (this was SEN in 2001) and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase, over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce written accessibility plans for their individual school and LEAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Access arrangements for exams are covered in Appendix Fourteen. The SENDCO is responsible for access arrangements at the John Colet School.

All trips and curriculum activities are planned and delivered in line with all equality legislation. The school has lift access and ramps, though does not have automatic doors. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

All lessons are differentiated for students. This includes making written information that is normally provided by the school to its pupils available for all students to access. Examples might include handouts, timetables, textbooks and information about school events. The information should be adapted to take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Appendix 12: DEALING WITH COMPLAINTS

The school policy on complaints, compliments and resolution can be found at:

<http://www.johncolet.co.uk/About/Policies>

There may be times when things go wrong. Parents and carers of SEND students are invited to contact the SEND Manager or the SENDCO in the first instance to seek resolution.

Appendix 13: BULLYING

The school's anti-bullying policy can be found at:
<http://www.johncolet.co.uk/About/Policies>

The school takes bullying seriously. Some students may feel more vulnerable than others. Students can report incidents to any member of staff, though we do have people within the school who are available during the day for students to report the incident to:

- Student Support Officers Mrs Rowland and Mrs Slater
- Form Tutors
- Heads of Year
- SEND Manager
- SENDCO

Students can also report any safeguarding concerns to any member of staff who will then follow reporting procedures. The safeguarding team is led by the Designated Person for Child Protection, Mrs Scully. Members of the Safeguarding Team are advertised on the Safeguarding board near the Snack Shack.

The school promotes an inclusive ethos. Information is shared via assemblies and tutor group activities. Barriers to learning are challenged within the classroom. The different needs that students have can also create barriers; under the new code quality first teaching should deal key barriers in the classroom. We also have a learning support team who can offer more specialist help where further academic intervention is identified.

Independence and building resilience in learning are important support mechanisms and strategies for students. All students are supported on their path to becoming independent.

The introduction of SEND information evenings will provide a chance for parents to find out both how the school operates and how to support the learning of their child at home.

Appendix 14: EXAM ACCESS ARRANGEMENTS

Exam Access Arrangements

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities. Access arrangements **are not** intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills,

knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ).

What are exam access arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- **A scribe:** a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.
- **A reader:** a trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.
- **ICT:** access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances students may be entitled to use a spell check enabled computer.
- **Extra time:** students may be entitled to an allowance of 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.
- **Rest breaks:** where students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- **Prompter:** where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.

Some of these arrangements are provided in tandem, Reader and scribe, with extra time.

When might students need to be given Exam Access Arrangements?

Scribe	Where there is a physical disability; where their writing:- <ul style="list-style-type: none"> • Is illegible and may hamper their ability to be understood • speed is too slow to be able to complete the exam in the allotted time
Reader	Where there is a standardised score of below 85 in a test delivered by Specialist Teacher (100 is the average).
ICT	Where there is a physical disability; their writing would be:- <ul style="list-style-type: none"> • illegible and may hamper their ability to be understood • speed is too slow to be able to complete the exam in the allotted time

Extra Time	Where a student's ability to process information is slower than average as tested by specialist teacher.
Rest Breaks	Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time.
Prompter	For a student who loses concentration/focus, and is not aware of time.
Enlarged Papers	Visually impaired student
Separate Room	For a student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room.

Procedures

How would students be identified for Exam Access Arrangement?

- From baseline testing completed in Year 9
- Parental Referral
- Subject Teacher Referral

They are then further tested by our specialist teacher.

KS2 SAT EAA

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

The awarding of EAA is not to give those students an unfair advantage but to remove a disadvantage. There are several arrangements that can be put in place.

To acquire an arrangement we test all students in Y9 for reading comprehension, speed of writing and spelling and from this select students to be tested on psychological tests by a specialist. This is carried out in Y9 so that arrangements can be put in place for the GCSE course. There is a 26th month rule after which we would need to resubmit to JCQ.

The data is submitted and a request for an EAA based on this data to JCQ. **The award is made by JCQ not by IL.**

How do staff and parents know whether a student has Exam Access Arrangements?

- All subject teachers and support staff are given access to the Exams Access Arrangements. This can be found on the SEND register and in SIMS, under the SEN section. (It is SEN on SIMS) This is updated whenever students become entitled.
- Parents will be informed of any tests results via a letter home which states what they are entitled to, why and when.
- The role of the SENDCO responsible for whole school SEND provision:
- The SENDCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENDCO/specialist teacher.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO/ Exams Officer.
- **Rooming** for access arrangement candidates will be arranged by the Exams Officer.
- Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations will be organised by the Exams Officer and EAA Coordinator.

Internal subject specific tests

Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as a 'normal way of working.' To allow all students with an additional learning need, equality of access to internal subject tests and exams, the same reasonable adjustments need to be made.

What support is given to students with EAA from the Individual Learning Department?

Students with EAA are encouraged to use their EAA during internal assessments and exams so that they gain practice at using it effectively. Students who have access to a reader or scribe are shown how to use them appropriately in exam situations, and it is explained to them what they can and can't do with the reader/scribe during the exam, and how much support the adult is allowed to give. All teachers are given access to the list of students with EAA, and they are asked to give two weeks' notice before they assess students so that support can be provided for students who require it during the tests/exams. Students who have a reader can be supported by an LSA or teacher supervising the test, IL can help provide a separate room, access to ICT and a scribe.

Information from JCQ regulations

Access Arrangements

- Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval.
- Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

- The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
- A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
- How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.