


# SEND Policy



ST ANDREW'S COLLEGE POLICY DOCUMENT	
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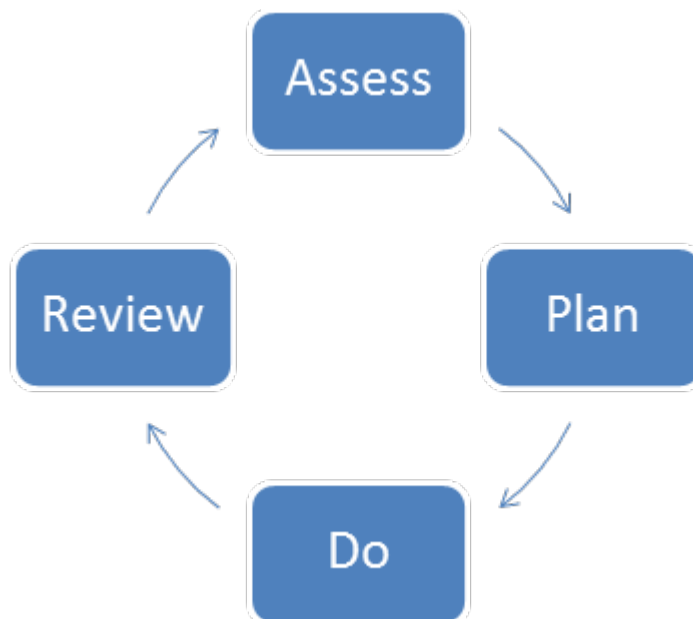
The following policy has been put in place to address the pathway(s) that are available to the college when a student with 'Special Educational Needs & Disabilities' (SEND) is identified.

## 1. Admissions

When students with diagnosed special educational needs (SEN) apply to study at St. Andrew's College, their application will be considered in the same way that every other student is considered the college will also consider the application in relation to their expected ability to complete the course. Whilst St. Andrew's College is keen to support students with SEN, if the Academic Registrar, Principal and SENCo have doubts about the student's ability to complete the course, they may advise that the student applies to an organisation that has more specialised SEN provision. It is key at the point of admission that all documentation in relation to the educational need is made available to the college (translated into English) so that a clear understanding of the need is known prior to any decision being made.

## 2. SEND Cycle

The College's approach takes the form of the four part cycle recommended the SEND Code of Practice:



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- **Assessment**

- Whether a student is identified as having special educational needs or not is ascertained by combining the teachers' assessments, previous assessments, the parents' concerns and the student's own experience. This is done on a regular basis.

**Plan**

- The parents and the agent are notified and consulted with regard to any special arrangements that are being put in place.
- All teachers and other relevant staff are made aware of the interventions and sought outcomes

**Do**

- The SENCO will continue to work with the subject teachers to monitor how effective the process and interventions are.

**Review**

- The impact and effectiveness of the interventions is reviewed and conclusions from this are fed into new plans. Parents will be informed and will have the opportunity to influence next steps in the process.

### 3. **Diagnostic tests**

- Students with a diagnosis from their own country will be required, when they begin at St. Andrew's College, to undergo a diagnostic test from a suitable professional in the UK. That professional will then decide on the support that will be most suitable for that student. The student will be asked to pay for this service.
- In circumstances where the parents feel that such a test is not required, the SENCO will determine based on the facts whether the student should be allocated a place in the college. The college will do its best to provide the skill sets and support required by such a student. The SENCO will provide advice to teachers and the student on what they can do to maximise their achievement but this advice may be limited in nature if there is a lack or no information forthcoming from the parents and or supporting agencies.

### 4. **SENCO and Teacher Liaison**

- The SENCO will write an Individual Learning Plan (ILP) for each student with special educational needs. The report will take into account the needs of the student given the environment that they will be studying in, the needs of the parents and the needs and any concerns of the teaching staff. Each of the student's teachers will be sent a copy and will have a meeting with the SENCO at the start of each term to discuss it. Each teacher will then be asked to construct a list of objectives for that term in line with the needs of the student

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concerned. The SENCo will keep copies of the individual subject objectives so that these can form part of the weekly discussion with the student. At all times the parents will be kept fully aware of the situation regarding their child and if needed and available notes and information will be translated for ease of understanding.

- The ILP will describe the difficulties that the student has and the recommended strategies for addressing them. The teachers will then be required to update the ILP to state what they will be doing in their lessons in relation to the strategies suggested.
- The SENCO will ask teachers to provide a weekly update on each SEN student's test and/or homework results. This will allow the SENCO to analyse progress and agree further action that might be necessary.
- If a student's progress is not satisfactory and further external support is required, the SENCO will contact the parents or agent in writing to suggest this.
- The SENCo and/ or the Principal will carry out regular observation of classes, which are attended by such students to assist the teacher in maximising the potential of the individual and assist in any other way they can. A report of the observation will be discussed with the teacher and any CPD requirements will be addressed.

## 5. **Quality First Teaching**

- St. Andrew's College is committed to providing Quality First Teaching, whereby each student is treated as an individual and teaching methods are adapted to meet the needs of every student. This is in line with the 2015 SEN Code of Practice, which states that "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.
- All staff understand the strategies to identify and support vulnerable pupils.
- Students', who require support above and beyond what is achievable through Quality First Teaching, will work together with the SENCO to agree on additional support required.

## 5. **SEND Support**

- Students diagnosed on admission to the college or at some stage during their time with the college to have a SEN will meet weekly with the SENCO to discuss their academic progress and wellbeing. The weekly meetings will allow the SENCO to agree the ILP with the student on how their special needs can be addressed and then each week to discuss progress and update the plan.
- The SENCO will communicate with each SEN student's teachers in relation to their progress and on methods that can be used to maximise achievement.
- If the support required is beyond what the SENCO can offer, specialist assistance external to the school will be offered.

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- The student's agent and / or parents will be involved in any decisions being made about the educational progress of their son / daughter and will be kept informed receiving notes from the weekly meetings.
- It will be the role of the SENCo to ensure that all staff are aware of the role of the SENCo within the college and posters are placed in the staff rooms to facilitate this. Time will be set aside at the start of each term staff meetings for the SENCo role to be discussed.
- The views, wishes and feelings of the student involved are always considered, as are those of the student's parents. Consideration of whether SEND provision is required should start with the desired outcomes of all concerned, including the expected progress and attainment and the views and wishes of the pupil and their parents/guardians.
- Students with SEN will be nurtured by all teaching and support staff to help them develop resilience, self-efficacy, motivation, self-confidence and other skills that allow them to be an effective learner.
- The effectiveness of interventions will be reviewed each term.

## 6. Examination arrangements

- The SENCO and Principal will discuss special examination arrangements with the student if applicable to ascertain the conditions that are most likely to lead to positive exam results. The Principal will then apply to the examination awarding bodies to obtain approval for the desired arrangements.
- St. Andrew's College will require formal and translated diagnosis documents to apply for special examination arrangements.

## 7. University applications

- The SENCO will work together with the student to help him/her decide on a suitable course at university and if necessary will liaise with the university SEN departments to ascertain what level of support is likely to be available once at university.

### COVID-19

**The policy herein is to be read in line with the Covid Policy**

**Next review: August 2022**