



ST. ANDREW'S COLLEGE
Cambridge

SEND & EHCP POLICY


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INTRODUCTION

At St. Andrew's College, we recognise that some students have a range of Special Education Needs (SEN) and may have different starting points. We ensure that those children have suitable, supportive, child- tailored provision in order for them to achieve individual targets and to progress.

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. DEFINITIONS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - In expressing themselves or understanding what others are saying
- Cognition and Learning - In acquiring basic skills in school
- Social and Emotional Mental Health - Making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - Such as hearing or visual impairment, which might affect them in school, medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Special education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

St Andrew's College will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.



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2. INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

3. 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.

4. IDENTIFICATION

At St Andrew's College we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of the SEND policy. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. Where this is not appropriate for the child, the SENCo will meet with teaching staff and parents to discuss alternative provision which as a school we offer.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

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.

Early identification of pupils with SEND is a priority. The college will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations and/or assessments.



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- Information from parents.
- Target setting.
- Formative assessments.
- Pupil tracking.
- Student performance in National Curriculum subjects judged against assessment requirements.
- Student progress in relation to the National Curriculum objectives in English and Mathematics.
- Outside Professional-advice may be sought if more accurate assessment is required within an area of need.

5. SEND MONITOR

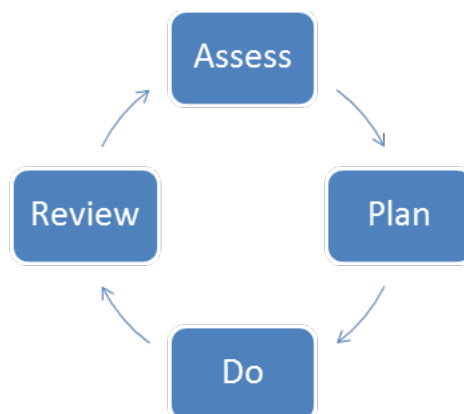
Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

5.1. 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.

5.2. SEND Cycle

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



Assess:



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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 class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher.

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. The class teacher, in conjunction with the SENCo, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents/agents and pupils.

Meetings are held every term (or when needed) between the SENCo and each class teacher in order to review this process for each individual child.

6. SEND SUPPORT - PROVISION

- 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.
- 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.



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- 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.
- The college is happy to accept students with EHCPs and will assess each case on its merits and provide support accordingly.

7. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the student are such that a multi- agency approach to assessing that need, to planning the 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.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Cambridgeshire Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health and Care panel.

Further information about EHC Plans can be found via the Cambridgeshire Website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp/assessment-process-ehcp>



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8. STAFF ROLES AND RESPONSIBILITIES

8.1. Teacher responsibilities:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil
- In collaboration with the SENCo, develop suitable targets for SEND pupils.
- Working with SEND pupils on a daily basis to deliver their individual programmes.
- Developing constructive relationships with parents/agents.

8.2. SENCo responsibilities:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Arranging and leading 'Assess, plan, do, review' meetings each term.
- Overseeing pupils' records.
- Liaising with parents.
- Making a contribution to INSET and other professional development opportunities.
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

8.3. Head Teacher responsibilities:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCo/SEND team.
- Informing parents of the fact that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

8.4. 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



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it. Each teacher will then be asked to construct a list of objectives for that term in line with the needs of the student 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.

9. SEND TRAINING

All staff are encouraged to attend our CPD courses (Educare) that help them to acquire the skills needed to work with SEND students.

10. ENGLISH LANGUAGE

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

11. ACCESS ARRANGEMENTS

The SENCo, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.

Teaching staff and members of the senior leadership team must support the SENCo in determining and implementing appropriate access arrangements.

The SENCo must work with teaching staff, support staff and exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations.

Where appropriate, the SENCo will also need to work with specialist advisory teachers and medical professionals.



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Ideally, the SENCo will also be the in-house designated assessor and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.

The SENCo must work with teaching staff to identify the most appropriate published format of modified papers which will enable the candidate(s) to access their examinations.

These regulations must be used when processing applications using Access arrangements online.

Additionally:

- 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.

12. UNIVERSITY APPLICATIONS

The SENCO and the tutor 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.

13. SEND POLICY REVIEW

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

14. SEND STAFF

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