

SEN AND DISABILITY POLICY

Policy to promote the successful inclusion of students with special educational needs and disabilities at Kingsbridge Community College. The needs of Able and Talented students are addressed in a separate policy.

I. PRINCIPLES

- I.1. At Kingsbridge Community College, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition of disability but this policy covers all of these students.

The College has regard to the Code of Practice which accompanies the SEN and Disability Act 2001 when carrying out its duties towards all students with special educational needs. The Act provides these definitions:

‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.’

The College approaches inclusion as a sense of community and belonging and actively seeks to remove barriers to learning and participation that can hinder or exclude students with special educational needs. The College works in positive and proactive ways to:

- create an inclusive ethos
- provide a broad and balanced curriculum for all students
- create systems for early identification of barriers to learning and participation
- have high expectations and suitable targets for all students

I.2. Objectives

The specific objectives of the SEN and disability policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities are able to be included in all the activities of the College
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child’s special needs and that there is effective communication between parents and College
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate

The success of the College’s SEN and disability policy is judged against these objectives. Success criteria are provided in Appendix A and are used by the

governing body to report in their Annual Report to Parents on the successful implementation of the policy and the effectiveness of the provision made.

2. PROCEDURES

2.1. Roles and responsibilities

In identifying the roles and responsibilities of the governing body, the Principal, the SENCo and all teaching and non-teaching staff, the College has regard to the Code of Practice.

The governing body nominates at least one governor to take a special interest in and monitor SEN, although the governing body as a whole is responsible for making provision for students with SEN.

Co-ordination of provision

The SEN co-ordinator for the College is Mr Jim Barnicott, who manages and co-ordinates the provision for students with SEN, and, in particular, seeks to develop effective ways of overcoming barriers to learning. The range of provision made in the College each year in response to identified need is detailed in the Provision Map which is available to parents on request.

2.2. Admissions criteria

The governing body has agreed with the LEA admissions criteria which do not discriminate against students with special educational needs or disabilities. Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the College well in advance so that consultations can take place. The College has an Accessibility Strategy .

2.3. Allocation of resources

The LEA provides the College with funding in its budget to meet the needs of students with SEN based on socio-economic and Additional Educational Needs factors. In addition, the College plans and provides for students with SEN from the main budget share.

2.4. Identification and assessment

The College is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2001. Assessment is a continuing process, and a range of evidence will be collected which may include:

- transfer information from previous school
- cognitive, literacy or numeracy assessments; behaviour scale assessments
- monitoring of progress in individual subjects through observation and assessment
- concerns raised by the student, parent, staff or other professionals

As part of the assessment of SEN, the SENCo will consult with teaching and pastoral staff, parent and student and other professionals in order to decide what action is necessary.

2.5. **Provision for students with SEN**

The College provides all students with access to a broad and balanced curriculum. Teachers accept that in their planning and teaching of the National Curriculum for all students, including students with special educational needs and disabilities, they have responsibility to:

- set suitable learning challenges
- respond to the diverse learning needs of all students
- overcome potential barriers to learning and assessment for individuals

In meeting the diverse needs of all students, teachers will be able to meet the needs of most students with special educational needs. The College uses provision mapping to identify the range of provision it has in place to meet the needs of students.

To ensure that all staff are aware which students may have needs that could affect learning, the SENCo keeps a list which is updated regularly. Additional information on the needs of some students is provided to teachers in the form of a Student Information Sheet in order to raise teachers' awareness of students' different learning styles and the need for appropriate teaching strategies. Most students on the list have difficulties which require no additional or different provision, but by being aware of individual difficulties and differentiating appropriately, teachers are able to meet the needs of most students with a special need.

If, despite significant support and provision, the College has evidence that a student is making insufficient progress, further advice and support may be sought from outside professionals. These professionals may contribute to the monitoring and review of progress and be actively involved in the setting and monitoring of targets. Students and parents are always kept fully involved and informed about the involvement of external agencies and proposed interventions.

Provision, action or targets may also be recorded in an Individual Education Plan. The IEP details how additional or different provision is being made to ensure the needs of the student are being appropriately provided for. The IEP is usually written by the SENCo but always in consultation with students, parents, carers and teachers. It may also involve consultation and advice from external agencies. The IEP is reviewed twice a year, usually using Parents' Evenings for at least one of the reviews. Students, parents, carers and teachers all participate fully in the review process.

Students with a Statement of Special Need usually have an IEP. For these students, in addition to the review of IEPs, their progress and the provision outlined in their statement is reviewed annually and a report provided for the Local Education Authority. If a student makes sufficient progress or if a student's needs can be met by the provision available in the College the statement may be discontinued by the Education Authority.

The College works closely with the Connexions Service and other agencies to arrange Transition Plans for students with Statements (and other students with SEN who may benefit from Transition Planning) in Year 9, and ensures that these Transition Plans are reviewed annually as part of the Annual Review process.

2.6. Student involvement

Students with special educational needs often have a unique knowledge of their own needs, and their views about what help they would like is sought. They are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

2.7. Parent involvement

The College recognises that parents hold key information and have knowledge and experience to contribute to the decisions made regarding their child's needs and support. All parents of students with SEN are treated as partners and encouraged to become involved in the identification and monitoring procedures.

The College can provide information about the Parent Partnership Service to all parents of students with special educational needs. Parents of any student identified with SEN may contact the Parent Partnership Service for independent support and advice.

2.8. Complaints Procedures

The College's complaint procedures are set out in the College prospectus. The student's form tutor/head of year works closely with parents at all stages in his/her education and should be the first point of contact in case of any difficulty. Parents of students with SEN or disabilities whose concerns cannot be resolved by the usual College procedures can request independent disagreement resolution. The College makes further information about this process available on request.

2.9. Staff training in SEN

The College identifies through Professional Management Procedures the training needs of all staff, taking into account College priorities as well as personal professional development. Particular support is given to NQTs and other new members of staff to ensure they are fully aware of the SEN and disability policy and the inclusion procedures of the College, the needs of the students they teach and how to best meet the needs of these students.

All learning support assistants are given basic training in literacy, numeracy and behaviour management, and most have completed further training in other aspects of SEN.

2.10. Links with outside agencies

External support services play an important part in helping the College identify, assess and make provision for students with special education needs. For example, the College may seek advice from and work closely with the Education Welfare Officer, the school nurse, the Educational Psychologist for the area, the Speech and Language Therapist, Connexions Service or other LA advisory services.

3. Review of Policy

This policy is reviewed every three years by the Governors' Community Committee.

**Ratified by the Community Committee of the Governing Body
9th March 2009**

Appendices to this policy:

Appendix A: Success criteria for SEN and disability policy

**Appendix B: Strategies for Promoting the Inclusion of Students with
Autistic Spectrum Disorder.**

APPENDIX A

Below are the annual success criteria college governors have set in accordance with the SEN and Disability policy. The outcomes are reported in the governors' annual report.

1. All learners with special educational needs and disabilities are identified and their needs met.
2. All learners with special educational needs and disabilities are fully included in the life of the College.
3. The progress of learners with special educational needs and disabilities is the best possible. This is measured and recorded in an accessible way.
4. All learners and their parents are fully involved in decisions affecting them and care is taken to ensure that they understand necessary information.

Kingsbridge Community College framework for SEN and Inclusion: map of provision

Curriculum provision map

- Differentiation of schemes of work by class teachers to overcome barriers and meet the learning needs of all students
 - Modified tasks: to match ability and preferred learning style
 - Appropriate outcomes negotiated with student
 - Use of writing frames and thinking frames
 - Material re-written or enlarged to make it accessible to students
 - Variety of resources at different reading/conceptual levels
 - Class organisation structured in a variety of different ways: paired, grouped collaboration; buddy support
 - Presentation accepted in variety of models: prose, outline notes, bullet points, diagrams, mind maps, models, photographs, cartoons
 - Recording accepted in a variety of forms: handwritten, scribed, word processed, recorded (cassette or video)
- Targeted teaching/learning strategies which demonstrate an understanding of particular difficulties such as:
 - Dyslexia
 - Autistic Spectrum Disorder/Asperger's Syndrome
 - ADHD
 - General Learning Difficulties
 - Physical difficulties and sensory impairment
 - Emotional/Behaviour Difficulties
- Varying class sizes which tend to be smaller for the weaker sets
- Target setting for students: targets focused on improving learning and may be set for one lesson or for a longer period of time
 - set by teachers with whole class

- set by teachers with individuals
 - set by TAs with individuals in consultation with teachers
 - set by tutors with individuals in consultation with parents
 - set as part of an IEP with individuals in consultation with student, parents, teachers, TAs and sometimes outside agencies
- In-class support by TAs
 - for targeted individuals who may be struggling
 - for weakest sets in English, Maths and Science
 - for blocks of Humanities, Creative Arts, PSHE and Games where there is a need to support access to the curriculum for individuals or groups
 - on request for individual students for specific activities (e.g. practical work, amanuensis, reader in a test, etc.)
 - TAs may sometimes extract students for short periods of specific supported work
 - HLTAs now lead delivery of literacy
- Literacy support using Sounds-Write
 - one-to-one or small group intervention sessions for students lacking word level fluency at KS3
 - Sounds-Write support strategies for reading and spelling used by LSAs across the curriculum
 - Sounds-Write spelling strategies encouraged by teachers across the curriculum
- Assessment
 - Cognitive Abilities Testing in Autumn of Year 7
 - literacy screening of all Year 7 students
 - literacy monitoring of weakest students throughout KS3
 - consideration and assessment for special arrangements for exams
 - annual report cycle of interim reports and annual reports which may include a learning support report
- ICT programs to support learning: revision guides, literacy and numeracy 'games', typing tutors
- Homework Club run every lunch time
 - supported help from TAs
 - access to resources: dictionaries, thesaurus, PCs, tape recorders
- Access to technical tools
 - use of PCs in classrooms, Library, ICT rooms, Learning Support
 - loan of laptop word processor
 - loan of hand-held tape recorder
 - Alternative Curriculum Entitlement (ACE) provides students with Social and life skills
- Opportunities at KS4 for:
 - work experience (usually half day)
 - FE college placement one day per week
 - alternative accreditation: Entry Level GCSE, WJEC CoEA, ASDAN
 - support for revision through scheduled revision sessions, use of revision guides (some of which have been modified to make them more accessible)
 - Weekly study session and referral scheme

- Opportunities for involvement in a range of extension activities, usually run in the spring and summer terms
- Access to after-College Homework clubs at Horizons, Prawle and East Allington and after-College coursework support.

Personal, social, behaviour provision map

- Before transition / at change of secondary schools
 - the student's needs will be discussed fully with the parent to note any points of concern with the student to provide reassurance with the feeder school to discover what provision is needed with EP or other specialist who may be involved
 - a Year 6 student will be visited in the primary school and have a chance to meet the pastoral staff who will be most involved at transfer, e.g. form tutor, HOY, HOKS, SENCo
 - as many visits as necessary to the college will be arranged so that the student learns what to expect at transfer
- Mentoring
 - personal (academic) tutoring programme in place for all students
 - additional individual mentoring by form tutors with tutees or, in some instances by class teachers
 - individual mentoring by Heads of Year or more generally assistant Heads of Year
 - TAs monitor and support some students to improve behaviour and social integration
- Target setting for students: targets focused on improving behaviour or social integration and may be set for one lesson or for a longer period of time
 - set by teachers with whole class
 - set by teachers with individuals
 - set by TAs with individuals in consultation with teachers
 - set by tutors with individuals in consultation with parents
 - set as part of an IEP or support plan with individuals in consultation with student, parents, teachers, TAs and sometimes outside agencies
- Reward system to build self-esteem as part of Behaviour Policy
- Retracking Programme in place for Year 7 and 8 students to build self-esteem and learn strategies for dealing with problems
- Language and emotional group and anger management available for all students
- 1:1 ASD Support
- Behaviour support system of referrals and reports
 - parental involvement
 - college support plan

- Bullying dealt with proactively by class teachers, form tutors, HoY and HoKS as soon as it is discovered
- Peer support
 - 6th form peer tutoring
 - Circle of Friends
 - buddy support
 - ACE
- Pastoral Support Assistant available to support individual students
- Connexions Personal Adviser available for confidential advice or counselling
- Access to Connexions Career Adviser through planned careers programme or by request
- College support for self-referral to Youth Enquiry Service for advice or counselling
- College nurse available weekly for confidential advice
- Educational Welfare Officer available for individual or family support
- Referrals available for
 - Educational Psychologist for advice or assessment
 - Speech and Language therapist for advice or assessment
 - Hearing Impairment advisory teacher
- Options for unresolved and on-going problems
 - Pastoral Support Plan developed in consultation with student, parents, connexions, the LEA and any other involved outside agencies
 - short-term placement at Chances
 - additional TA support, especially at difficult points of the day (e.g. start and end of lessons, between lessons)
- Opportunities for all students to become involved in extra-curricular activities

Management provision map to ensure needs of students with difficulties are being met

- Deputy Principal with responsibility for Individual Development
 - oversee the behaviour management system
 - manage the provision made through outside agencies
- Head of Learning Support (SEN Co-ordinator)
 - day-to-day co-ordination of provision to meet the needs of students
 - provide teachers with knowledge of students skills and abilities so that teachers can provide appropriate ways of accessing the curriculum for each student
 - facilitate and manage assessments when concerns are raised about a student; plan any action and review as needed
 - liaise with and advise teachers, provide in-service training for staff
 - ensure appropriate record keeping, including management of IEPs and reviews
 - liaise with external agencies

- Each curriculum area has a named teacher with SEN responsibilities
 - represent the department at SEN Liaison Group meetings
 - promote the provision in the subject for students with difficulties
 - disseminate information on students' needs
 - promote good practice on teaching and learning in the subject for students with differing needs
 - in consultation with HoD and subject teachers, ensure a system is in place in the subject to monitor the progress of students and identify students not progressing even with a differentiated teaching style

- Teacher to manage Retracking programme and liaise with teaching staff, support staff, HoY and SENCo

- Teacher to manage Able and Talented enrichment programme and liaise with teaching and support staff, HoY and SENCo

- Learning Support teacher to work with teaching and support staff in developing and providing the differentiated curriculum for students with general learning difficulties

- Learning Support staff with specialist literacy qualifications

- Behaviour management system involving teachers and support staff, HoD, HoY, HoKS, deputy principal and SENCo as necessary

- Watch Out List of students with difficulties which might require teachers to differentiate with particular care
 - Student Information Sheets used to share additional information with staff
 - IEPs circulated to all teaching and support staff

Appendix B

Strategies for promoting the inclusion of students with **Autistic Spectrum Disorder and Asperger's Syndrome**

To promote inclusion

- provide clear, appropriate and manageable goals in a positive, tolerant yet directed environment
- work with the student to reduce or remove those aspects of himself and his behaviour that create social isolation

To access the curriculum and develop learning skills

- where possible, provide the student with classroom management that is highly structured, orderly and strong on routine
- guide the student step by step through activities which peers will pick up from observation
- provide information, instructions, rules, timetables, etc in written or visual form
 - provide clear, written step by step guidelines for assignments, homework and other work requirements
 - limit choice – too much choice creates confusion
 - be concrete rather than abstract
- forewarn of any changes to the regular routine of the classroom; however, don't avoid change as the student must learn to cope with it
 - be aware of potential difficulties in the first few weeks of a new year or new teacher
 - give warnings that an activity is about to end or change
- use the student's strengths of recall of facts and good long-term memory to promote self-esteem and social acceptance
 - respond politely but firmly to obsessional or inappropriate responses
- open-ended problem solving activities will need more structure
- individual work will be most successful; co-operative group work will need supporting
 - access to taped materials or ICT may be more helpful than increased one-to-one attention
 - literacy intervention may be better tackled through ICT than relationship-oriented strategies such as paired reading
- written information and instructions may be better understood in list format with superfluous language removed
- GCSE choices need careful consideration: subjects requiring empathetic and creative thinking may be more difficult

To develop communication skills and improve social relationships

- give explicit instructions using words which mean what they say
 - start instructions with the student's name first
 - accompany verbal instructions with gestures illustrating what you want done
 - use few words and be consistent in the terminology used
 - Makaton signing may be helpful for some students
- if the student has difficulty with pronouns, use names: e.g. 'Give it to Sue' rather than 'Give it to her'
- encourage eye contact when speaking
- use an impersonal style of language: e.g. everyone, one, all of us
- protect the student from teasing and bullying

- build a supportive circle of friends
- provide a safe area, e.g. library, tutor room, homework club, which is stress-free and gives respite from the struggle to fit in
- provide a mentor so student knows there is someone to turn to
- use social stories
- scheduled 1:1 support

To encourage inclusion in physical activities

- co-ordination may be poor and activities to improve this as well as looking and scanning behaviour and skills may be helpful
- extra help may be necessary to learn physical and manipulative skills
- a fitness programme in Games/PE may be a more appropriate option than team games
- it may be helpful to have access to word processing if handwriting is poor
- activities may need adapting as unusual sensory responses may mean touching is uncomfortable or pain is enjoyed or not felt

To manage behaviour

- if the student is not doing what is expected, repeat what you do want him to do
- set a clear aim and objective for every activity
- rules may not be generalised and application may need to be explicitly explained
- reinforce appropriate behaviour explicitly and positively
 - turn taking
 - active listening
 - conversational skills of topic introduction, maintenance and change, how to end a conversation
 - appropriate responses in different situations
 - how far to stand from others
 - how to interpret body language
- give the student the expectation that you expect him/her to do as you ask
- never confront head on
- firm, clear guidelines are needed and should be provided without emotion and repeated as often as necessary
- use praise as much as possible, avoid the word naughty
- promote self-help skills such as self-calming or relaxation strategies to reduce anxiety