



Policy Title:	<b>SEN Policy</b>
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**“Settle College promotes the safeguarding and welfare of children in its care; all policies support the “Child Protection Policy”**

### **Change Record**

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1.0	23/11/2022	Reintroduction of Version Control
1.1	06/02/2024	Minor updates

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## Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Outline the vision and values held regarding SEN and disability at Settle College.
- Show how students will be supported on the journey, from 'good to great' and how we aim to ensure that we secure outstanding progress and achievement for all.

It is intended to be a useful and accessible document and is therefore written with a parental audience in mind in the style of 'Asked Questions'.

## Legislation and guidance

This policy and the separate SEN information report (found on the school website) is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association, as well as all associated policies at school and Trust level.

## Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. When students receive consistent support that is over and above that of their peers they will be added to the Settle College SEND register.

## Roles and responsibilities

### The SENCO

The SENCO is Mrs. Rachel Grimshaw

They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher will**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Subject teachers**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the College's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student
- In collaboration with the SENCo, develop Individual Inclusion and Learning Passport for SEND students
- Working with SEND students on a daily basis to deliver the agreed targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the College's SEND policy.

### **Identification of Special Needs**

The SEN Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction
  - Cognition and Learning
- Social, Emotional and Mental Health
  - Sensory and/or physical

These four broad areas give an overview of the range of needs that must be planned for. In practice, pupils often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a pupil's needs is identified, not simply their primary need. The support provided to a pupil with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Many young people who have SEND may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a 'long term' and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Pupils are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for pupils whose first language is not English requires particular care and we will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability.

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

- Evidence obtained by teacher observation/assessment
- Their performance judged against level descriptions
- Pupil progress in relation to objectives in Settle College's literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations
- Records from feeder schools
- Information from parents
- National Curriculum results
- External exam results

On entry to Settle College each pupil's attainment will be assessed. For pupils with identified SEND the SENDCo, in collaboration with other staff, will:

- Use information from the primary school to shape the pupil's curriculum and pastoral provision in the first few months
  - Identify the pupil's skills and note areas that require support
  - Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects
  - Involve pupils in planning/agreeing their own targets

If a pupil is identified as having SEND, Settle College will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners may fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. At Settle College we are committed to ensuring that all learners have access to learning opportunities, but this does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires Special Educational provision will be identified as having SEND.

### **The Graduated Approach**

When a pupil has been identified as having SEND, Settle College will take action to 'remove barriers to learning' and put effective Special Educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support they need to make good progress and secure good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

#### **Assess**

Identifying a child as needing SEND support the teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's experience with this student, the assessment that has been completed and any observations by the SENCO. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the academy's own assessment and information on how the pupil is developing.

In some cases, outside professionals from Health or Social Services may already be involved with the child. These professionals will liaise with the school to help inform assessments. Where professionals are not already working with school staff the SENDCo with parental permission will contact them.

#### **Plan**

Where it is decided to provide a pupil with SEND support, parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The information will be recorded onto the SEND register and internal communication system.

#### **Do**

The teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for pupil progress. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with an agreed review date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

### **Exiting the SEND Register**

When SEND students are felt to be making good progress and interventions above High Quality Teaching have ceased then they will be removed from the SEND register and placed onto our Monitoring list. This list is continuously assessed for changes in academic subjects and behaviour and if there is a deterioration in either we will try to establish a cause and then begin the ADPR cycle again.

### **Supporting Children & Families**

In working towards a principle of true inclusion Settle College will:

- Assist parents/carers in their understanding of Special Educational Needs procedures, College based provision, other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Provide opportunities for mediation and discussion where necessary.
- Meet parental/carer preference for a College place subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used.
- Ensure that assessment and review processes seek and take account of the parents/carers and child's views wherever possible.
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.
- Provide clear written descriptions of the support services available for young people with special educational needs within the Academy and the local area.
- Provide information in a variety of formats about the range of voluntary and statutory agencies which may be able to assist parents/carers of young people with special educational needs.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child, which service providers should encourage them to share.

### **Partnership with Young People**

We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated into assessment and review, and to be involved in decision making about their own SEND. Specifically:

- Young people have the right to have their views, expectations and needs taken into account in all planning.
- Effective action for learners with SEND will often depend on close co- operation between the College, the health services and young people's services. We are committed to implementing such co-operative arrangements in order that services for individual young people and families can be as seamless as possible.
- All young people have the right to learn together, develop relationships and prepare for life in the mainstream.
- All young people should be encouraged to develop a positive sense of self image and a pride in their own identity
- All young people should be encouraged to accept and value differences.

### **Monitoring and Evaluation of SEND**

Teachers will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, and/or employment.

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCo will work with teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

### **Storing and Managing Information**

Settle College will record the steps taken to meet pupils' individual needs. The SENCo will maintain pupil records and access to them. In addition to the usual College records, a pupil's profile will include:

- Information from previous school/phases
  - Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from Health/Social Services

### **Reviewing the Policy**

The Policy will be reviewed annually by Governors.

### **Accessibility**



There are designated access parking spaces in the main and rear car park, these are adjacent to the ramp accesses.

Settle College is spread over two main buildings; plus the Hub. The main buildings contain three disabled lifts. The majority of the school is accessible for wheelchair users but this will involve some movement outside the building itself.

Each room has been audited by Specialist Sensory teachers and they have a range of assessments, pupils discuss their own learning environments when they enrol.

There is access to adjustable height tables in school though these are not used as a rule.

Pupils with sensory impairments have access to a range of equipment.

There is a separate Accessibility Policy available on The Settle College website.

### **Links with other policies and documents**

This policy, and our SEN Information Report, links to the following policies and documents:

- Accessibility plan
- Learning, teaching and assessment Policy
- SEMH Policy
- Admission Policy
- Behaviour Policy

### **APPENDIX 1**

#### *Classification of SEND Provision*

1. Additional SEN Support is established when a child is identified as needing interventions that are additional to or different from those proved as part of the school's differentiated curriculum and strategies. The child's needs may be such that the school needs to seek advice and support from external support services.

2. Request for statutory assessment. Such a request may be made by school or parents, for only a very few pupils who have failed to make adequate progress through Additional SEN Support Education. If an Education Health and Care Plan (EHCP) is issued following the assessment this is a legal document describing the child's needs and the provision needed to meet those needs.

The EHCP is reviewed on an annual basis and can be reviewed more frequently if there are concerns or the child's special educational needs (SEND) appear to have changed.

3. Pupils receiving support at Additional SEN Support or via an EHCP should have a record of the support they need. This includes a pupil passport, an overview of their need, strategies, interventions, desired outcomes and termly evaluations. (The 2014 SEN Code of Practice removes the need for IEPs).

### **APPENDIX 2**

#### **Broad areas of need – SEND Code of Practice 2014**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and

young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **How ICT can enhance teaching and learning in Special Educational Needs**

Some pupils in your class may have learning difficulties caused by a physical disability, a problem with their sight, hearing or speech, emotional or behavioural problems, a medical or health problem or difficulties with reading, writing, speaking or numeracy. The use of ICT is essential in enabling pupils with Special Educational Needs to gain access to the curriculum.

For pupils with physical and sensory disabilities, ICT can be used to:

- ❖ provide switch access to classroom activities such as matching, sorting and word processing
- ❖ translate text into speech and speech into text
- ❖ prepare work which is specially adapted with large fonts, symbols and particular colours

This will give pupils some level of independence in partaking in activities and the ability to work in an environment that encourages play and investigation.

For pupils with cognition and learning difficulties, using ICT can:

- ❖ provide pupils with a clutter-free working environment where features of programs are linked to pupils' ability
- ❖ enhance the development of activities which are clear, focused and attractive to pupils
- ❖ enable pupils to practise skills in a different context, allowing numerous repetitions in order to aid learning
- ❖ support language development activities and offer multi-sensory ways of learning
- ❖ offer a medium for differentiated activities

For pupils with social, emotional or mental health difficulties, using ICT can:

- ❖ offer pupils a non-threatening or non-judgemental situation
- ❖ allow pupils to be motivated and offer opportunities for success
- ❖ give pupils the opportunity to be responsible for their own learning
- ❖ allow pupils to work on tasks that are more manageable and achievable