

Impington Village College

Special Educational Needs and Disability Policy

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Document Control

New Version Number	Key changes from previous version	Date of ratification
	1.4 changed 'statement' to EHCP 1.5 removed reference to 'strands' as this term is no longer in use 1.6 changed IDEAL to SPP	

Special Educational Needs and Disability Policy

1.1 Introduction

Impington Village College aspires to provide students with special educational needs with an education that allows them to fulfil their potential by recognising their individual differences, accepting their strengths and weaknesses and by enabling them to value themselves and others. The College strives to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations. A broad and balanced curriculum is offered to all students with well-established systems for early identification of barriers to learning and participation.

This policy and the SEND information report will be reviewed by the SENCo every year, and he/she is responsible for its implementation. It will also be updated if any changes to the information are made during the year. It will be approved by the Principal and governing board.

This policy should be read in conjunction with the information within the SEND Information Report, available on the College website, and complies with the legal requirements of The Children and Families Act 2014, The Special Educational Needs and Disabilities Code of Practice 2015 and the Equality Act 2010.

1.2 Commonly used acronyms

SEN – Special Education Needs

SEND – Special Educational Needs and/or Disability

EHCP – Education Health & Care Plan

LA – Local Authority

SENCo – Special Educational Needs Co-ordinator

1.3 Definitions

The College has accepted the definitions for special educational needs and for disability from the SEND Code of Practice (2014):

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.’

‘Many children and young people who have SEN 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

1.4 Identification

The College is committed to the early identification of students who have special educational needs.

As recommended in the Code of Practice and in line with LA policy, the College adopts the graduated approach to SEN and recognises that there is a continuum of needs.

Where a pupil is identified as having SEND, the College will, in consultation with the student and parents/carers take action to remove barriers to learning and put effective special educational provision in place. This SEN support involves a cycle through which decisions and actions are revisited, refined and revised. The SENCo uses this information to compile the SEND register, which is reviewed regularly.

In a very few cases, it may be necessary for the College to consider, in consultation with the parents and any outside specialists involved, whether a statutory assessment for an EHCP should be requested from the LA. The College uses LA guidance to help make any such decisions. If the student's needs are considered to be severe, long term and complex, an EHCP may be issued by the LA.

1.5 Planning and progress

To support the planning for students with special educational needs the College collects information on individual students from a variety of sources, including;

- Information from feeder schools is collected through informal discussion, sharing of school files and details of National Curriculum levels and/ or Key Stage 4 accreditation. For more information on transition, please refer to the SEND Information report available on the College website.
- In the autumn term all Year 7 and 9 students take standardised reading tests
- Students with SEND or whose progress is raising concern can also be assessed by the SEND Faculty, using a number of diagnostic assessments that provide detailed analysis of a students' underlying abilities and difficulties
- If further assessment is required specialists from the LA can be asked to help identify needs and implement strategies
- The progress of students is continually monitored using reviews of targets set and level descriptions in individual subjects (roughly every half term) and annually using standardised tests where appropriate.

The SENCo uses this information to compile SEND Student Profiles, which include an outline of student's barriers to learning and support strategies, and these are shared with all staff. These are reviewed half termly, or more frequently if appropriate.

1.6 Provision

Like all learners, students with special educational needs require frequent opportunities to practice their skills and to develop their knowledge and understanding within a secure and flexible learning environment. All students are entitled to access a broad, balanced and relevant curriculum, appropriate accredited qualifications, and a wide range of opportunities.

Faculties make provision for students with special educational needs through careful planning of activities that recognise that all students benefit from access to a variety of teaching and learning styles. Classroom environments offer appropriate challenge and support; students are involved in reflecting on their progress and teacher expectation is high.

All teachers are expected to provide appropriately differentiated work, make reasonable adjustments for students, and follow, whenever possible and reasonable, individual strategies recommended by the SEND Faculty, including those which are listed on Student Profiles.

The SEND Faculty provides additional or different provision for students with special educational need, which includes purpose built facilities (SPP and Pavilion), targeted interventions, and specialist equipment (in line with professional recommendations).

We have substantial experience in supporting students with a wide variety of needs, and teachers and supporting staff undertake regular training to enable them to support students with SEND in the classroom. This training may be specific to particular conditions or categories of SEND, or more general, for example, on strategies to scaffold tasks for a range of learners.

1.7 Monitoring and evaluation

The effectiveness and implementation of provision, including special educational provision, is regularly monitored, evaluated and reviewed.

In addition it is recognised that College wide systems of lesson observation, staff performance management systems, and careful tracking of student progress will enable us to plan for improvement and target resources efficiently.

1.8 Partnerships

The College encourages students to participate in their learning and decisions made about them. Students are

- part of the decision making process
- included in setting their targets
- included to contribute to the annual review procedure and to attend annual reviews

The College works closely with parents listens to their views and recognises that their involvement and support is vital to the success of the education of students with special educational needs. We promote a culture of cooperation and will always seek constructive ways of reconciling different points of views.

Parents are

- Encouraged to discuss any issues and concerns with the SEND Department
- Always kept informed of any additional or different provision being given
- Invited to contribute to and attend any review meeting about their child
- Aware of targets set for their child, the progress being made and appropriate strategies which will help in College and at home
- Signposted to SENDIASS so that they can obtain impartial and confidential advice, information and support
- Able to have access to appropriate special educational needs records for their child

Advice and support from specialist agencies and other professionals is sought and put in place where appropriate to ensure provision meets the needs of students.

1.9 Contact

The College recognises that students with special educational needs are the responsibility of all staff.

The SENCO can provide information about facilities and provision for young people attending the College.

More information about who to contact can be found within the SEND Information Report, available on the College website.