



ACORN HOUSE COLLEGE

SEND Policy

Acorn House College

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Introduction

This policy sets out the framework for a assessment and provision of SEND in order to ensure the curriculum of the college is suitable for all pupils (ISSR 2015 part 1 paragraph 2bi). The policy also explains how the college meets relevant sections of the Special educational needs and disability code of Practice 0 to 25 years 2015, the Children and families Act 2014 and the Equality Act 2010.

Aims

- To ensure all pupils have access to a broad and balanced curriculum
- To ensure parents and pupils are actively involved in the decision making

Definition of key terms

Special educational needs (SEN): a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for or her.

Learning difficulty: a pupil has a significantly greater difficulty in learning than the majority of the same age.

Disability: a pupil has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

IEP: Individual Educational Plan. An internal plan for a pupil with SEN to identify areas of need, learning strategies and targets in order to monitor and review progress across all subjects.

EHCP: Educational Health Care Plan.

Identification of SEN

Identification of SEN is done as part of the general monitoring of pupils' progress and development. All teachers are responsible to inform the principal of any pupil who:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment

This identification should be done as early as possible using all available evidence from assessments. This includes the results from the progress tests that take place in September, November, February and March as well as the mock exams in January and April each academic year. The evidence from the assessment is compared to student results from previous years and national averages of attainment for all subjects. Teachers should also consider other assessments and homework as evidence. The principal and vice-principal collect the evidence in order to assess if a student needs SEN support and they may at any time ask for external assessment to confirm SEN provision is required. The principal and vice-principal consult with the SENCO of Regent Group who carries out any necessary assessments.

Broad areas of need

The decision on providing a pupil with SEN support begins with identifying the broad areas of need. These are:

1. Communication and interaction: This includes pupils with speech, language and communication needs (SLCN) who can have a range of difficulties involving many aspects of speech, language and/or social communication. The category also includes ASD (Asperger's Syndrome and autism).
2. Cognition and learning: when a pupil learns at a slower pace than their peers although appropriate differentiation is in place can indicate learning difficulties. These can range from moderate to severe to profound and multiple learning difficulties. There may also be difficulties with mobility. This category also covers specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
3. Social, emotional and mental health difficulties. This category covers underlying mental health issues such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. It can also include attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
4. Sensory and/or physical needs: This covers pupils who may have a disability which prevents or hinders them from making use of the educational facilities provided.

The decision to provide SEN support is made the principal in consultation with the SENCO using all the evidence from assessments provided by the pupil's teachers on his or her progress, national data and expectations of progress. The principal will formally notify parents when a decision is made to provide SEN support. The principal can at any point decide to use specialised assessments from external agencies and professionals.

Support and provision

As early as possible the principal will arrange to meet with the pupil and parents in order to develop a good understanding of the pupil's strength and area of difficulty. This will focus on identifying the desired outcomes, including the expected progress and attainment. When a decision has been made to provide SEN support the principal will hold a formal meeting with the parents to notify them of the decision. This is in order to ensure their wishes are taken into account straight from the start. Once the desired outcomes have been agreed the next step involves considering a range of strategies which will include:

1. Consider if the targets and outcomes can be met in the first instance through the core provision of the college (i.e. the student follows the same timetable as everyone else in their particular year group).
2. Consider if the targets and outcomes can be met through reducing the subjects and giving extra lessons in the core subjects.

3. Consider if the SEN assessment has indicated a need to apply for an ECH plan through the relevant LA.

The principal will also discuss with the parents and pupil to what extent the use of external assessment and extra provision will be needed. This discussion will also address the parents' financial responsibility to support the provision and costs of any external assessment.

Use of IEPs

If a pupil's progress meets any of the criteria indicating SEN and shows the student is working below the standard of national curriculum tests and assessment an IEP will be implemented. The pupil's tutor will collect information from the pupil's subject teachers in order to set up the IEP. The outcomes of the IEP will be the desired outcomes identified in the meeting with the principal, pupil and parents. The IEP will:

- Clearly state broad areas of need
- Indicate primary and any secondary broad areas of need
- Clearly state broad learning outcomes
- Clearly state practical actions for the pupil
- Include a self-evaluation of the pupil
- Summarise development and attainment of learning in all subjects including strategies
- Evaluate the pupil's willingness to take responsibility for his/her learning (SMSC paragraph 5biii)
- Clearly identify areas where action is required
- Needs of external support if relevant

The tutor indicates primary and secondary broad areas of need by putting P and S within parenthesis next to the relevant broad area of need (see appendix for example). The teachers then describe the pupil's progress in every subject, current strategies and highlights needs for intervention. Should a student at KS4 be unable to access the national curriculum levels teachers will indicate progress in subjects by using the P scale attainment targets as guidelines.¹ The teachers are expected to read the IEP and use the desired outcomes as part of their monitoring of the pupil's progress. The tutor reviews the IEP each half-term or more often if required. The pupil and tutor complete self-evaluations and adjust the targets at least once every third week. The tutor then uses the adjusted targets to review and update the IEP. The tutor is responsible for informing the principal of the pupil's progress and any needed changes of learning strategies. The tutor should also keep the pupil's parents informed of progress and any changes to the IEP.

IEPs are edited electronically through Google docs. This allows both mentor and class teachers to access the same document and add all necessary information into the same file, which enables more efficient communication. A completed IEP will be centrally stored in the pupil's file.

The class teachers remain responsible for working with the pupil on a daily basis and will work closely with the tutor to assess the impact of the support and interventions.

¹ <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

A template for the IEP is included in Appendix A.

Educational Health Care plans

When a pupil does not make the expected progress despite SEN support the college will consider requesting an Educational, Health Care needs assessment. The college will provide evidence of actions taken, including IEPs, by the college to help inform the LA's decision.

The college admits students with EHC-plans. In such instances, the principal will request to see the EHC-plan so that an IEP can be set up for the pupil. The IEP will then be used to provide the LA with evidence of the pupil's progress towards the desired outcomes specified in the EHC-plan.

Exam entries

The SENCO of Regent Group assesses the level of difficulty for all students who have been identified as requiring SEN provision. Based on the outcome of the assessments the SENCO advises on the extra time needed for each student, which can be from 25% or more. Advice will also be given regarding other provision including using laptops during exams etc.

Monitoring and evaluation Of SEND

The SEN policy is formally reviewed annually by. The evaluation is based on:

- the progress made by students with SEN;
- the outcomes made by students with SEN;
- the extent to which the aims and objectives of the policy have been met;
- how effective has the SEN provision been in relation to the resources allocated.

The policy is amended to reflect the outcomes of the evaluation.

Development plan 2017-2018

- Provide SEN training for two teachers who will work regularly to support any SEN students by June 2018
- Regent Group Head office are prepared to send the SENCO of the group to assist and support SEN provision

See also the following policies:

- Admissions policy
- Accessibility plan 2016-2019

- Equal opportunities policy

Appendix A: Individual Educational Plan

Name:

Broad area of need:

Broad learning outcome – Highlight relevant outcome

1. To develop self-motivation, interest in work and independent learning
2. To make good progress according to their ability and develop skills in subjects taught

	Strengths	Areas of Improvement	Target
Student			
Tutor			

Development of learning

(Completed by tutor/mentor and subject teachers)

Subjects studied:

	Progress	Current strategies	Action needed
SMSC (ISSR 5biii)			

Exam requirements – list any relevant

Review date: