



**South Quay College  
Special Educational Needs and Disabilities (SEND) Policy**

<b>Date of last review:</b>	July 2017	<b>Review period:</b>	1 year
<b>Date of next review:</b>	July 2018	<b>Owner:</b>	M. Compton

## 1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the College's Special Educational Needs Coordinator (SENCO) with the SEN Governor in liaison with the Senior Management Team, staff and parents of learners with SEND.

Karin Compton

[Karin.compton@southquaycollege.org.uk](mailto:Karin.compton@southquaycollege.org.uk)

## 2. SEN at South Quay College

South Quay College believes that all learners have the right to maximise their potential and achieve their personal best. South Quay College recognises that all learners have learning differences and in recognition of this, aims to ensure equal access to the curriculum, services, resources and opportunities. The SEN policy at South Quay College seeks to assess for differences and differentiate its provision to ensure that learners' individual needs are met and all learners are enabled to achieve and progress. Learners' participation and collaboration with parents and external agencies is seen as key to our SEND work.

## 3. South Quay College's Aim

South Quay College aims to raise the aspirations of and expectations for all learners with SEN. We provide a focus on outcomes for children and young people and not just hours of provision/support. We offer a flexible, personalised approach to learning and promote learners' strengths. We have a particular focus on young people's transition into adulthood and aim to support learners in becoming independent and in gaining employment.

### Objectives

1. To identify and provide for learners who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice 2014.
3. To operate a "whole Student, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs.
6. To communicate and coordinate regularly with parents/carers on interventions undertaken and their progress.

#### 4. Identifying Special Educational Needs

South Quay College aims to identify needs at the earliest point in order to put in place effective support in order to improve long-term outcomes for the young person.

A learner is identified as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to learners of the same age.

Learners have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of learners of the same age, OR
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for learners of the same age in schools within the area of the local education authority.

South Quay College takes a whole school approach to SEN and considers every teacher a teacher of SEN Students, as opposed to full responsibility lying with the SENCO. Class and subject teachers make regular assessment of progress for all learners. These assessments seek to identify learners making less than expected progress given their age and individual circumstances and despite personalised quality teaching. Information on the learner is sought from teachers, support workers and the Students parents. South Quay College plans for learners needs in line with four broad areas: Communication and Interaction; Cognition and Learning; Social, emotional and mental health difficulties; Sensory and/or physical needs. The purpose of using these categories is to work out what action needs to be taken, rather than fit a learner into a category.

At South Quay College, the needs of the young person are identified by considering the whole need and not their SEN in isolation. We consider needs relating to:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL – (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

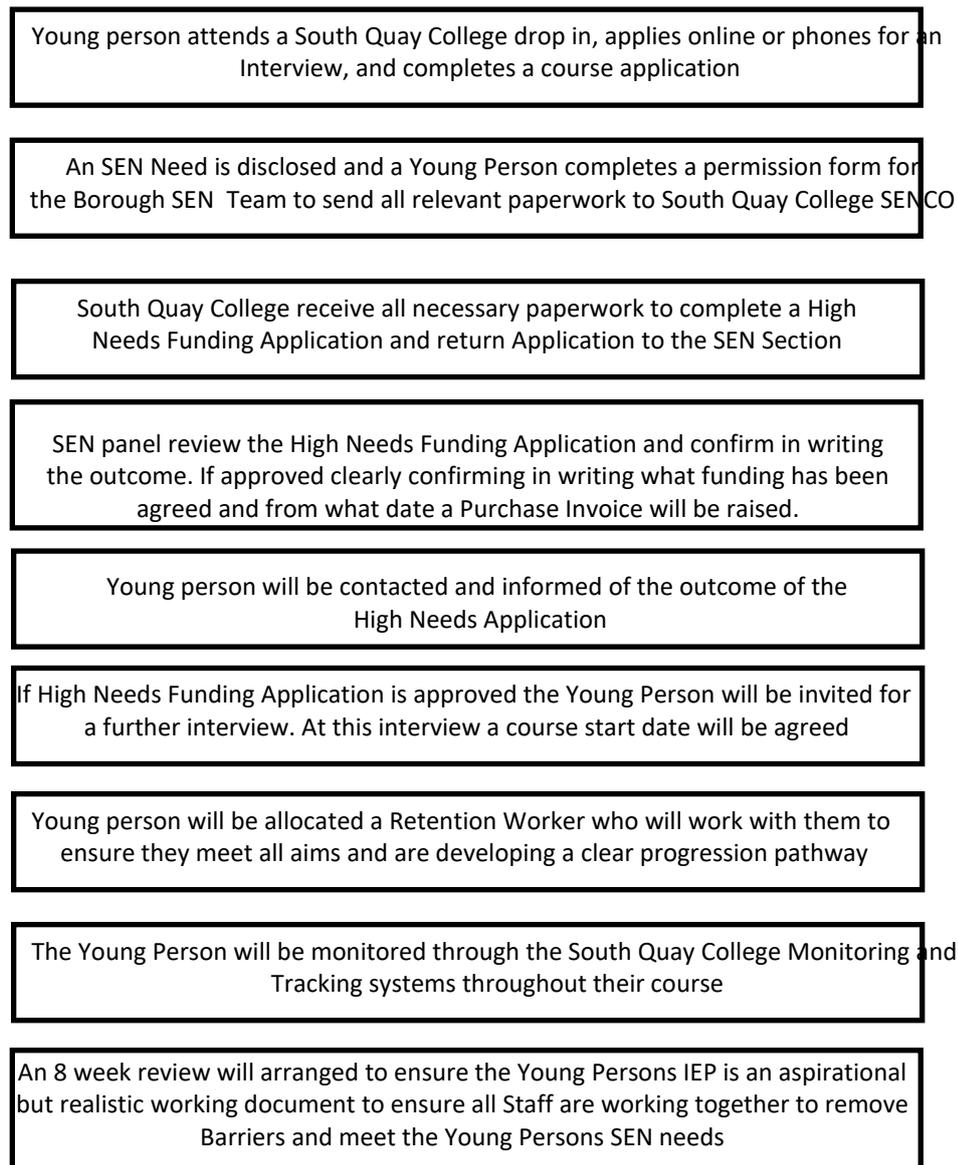
#### 5. A Graduated Approach to SEN Support

High quality teaching, differentiated for individual learners, is the first step in responding to learners who have or may have SEN. Teachers receive half termly training on how to support learners with SEN. However, once a Student is identified as SEN, they are placed on the SEN register. The provision they receive revolves around a graduated approach of **Plan, Do, Review** where the learners' needs are assessed, provision and interventions are planned and these are regularly reviewed by and with the learner, relevant teachers, support staff and the learners' parents.

#### 6. Initial Process

An initial IEP will be completed at the 8 week planning meeting following a learner starting a course at South Quay College

## Flowchart for a learner from First contact through to 8 week planning meeting –



### 7. Finance

Take ownership of the High Needs Application form and hold ourselves accountable to the delivery proposal contained within the application. Meeting all elements of the approved funding.

### 8. Managing Students' needs on the SEN register

At South Quay College the SENCO maintains a Provision Mapping tool which details learners needs, interventions and progress. Detailed targets are negotiated with the learner and recorded in an Individual Education Plan. These plans record SMART targets that are set and which are reviewed every half term. These are communicated to parents at regular intervals.

Where necessary, the SENCO arranges for specialist services interventions and is responsible for the referrals, communication and monitoring of these services

### 9. Supporting Students and families

- Tower Hamlets Borough has a local offer which details all local provision available for young people with SEN.

- South Quay College SEN information report details South Quay College SEN provision.
- There is an internal safeguarding team.
- There is a Children and Families Support service at South Quay College
- Access to specialists, including an Educational Psychologist, and a Speech and Language Therapist.
- Exam access arrangements can be made via the SENCO.
- There are internal advice and guidance staff as well as an independent careers advisor
- There is a mentoring service.
- There is a School Counsellor
- There is transition support to post 16 education and training.
- Work with Schools nursing services
- Work with FIP Family Intervention Project
- Work with Mental Health Services i.e. CAMHS
- Work with Phoenix Outreach for Autism
- Work with Behaviour Support Service
- Work with Social Care Teams
- SLA with Support for Learning Service

## **10. Emotional and Social Well being**

At South Quay College we have a comprehensive set of policies to ensure the emotional and social wellbeing of all learners including our SEN Students:

- South Quay College Behaviour Policy
- South Quay College Safeguarding policy
- South Quay College Youth services Policy

## **11. Supporting learners at College with medical conditions**

- The school recognises that learners at College with medical conditions should be properly supported so that they have full access to education, including College trips and physical education. Some young people with medical conditions may be disabled and where this is the case the College will comply with its duties under the Equality Act 2010.
- Some learners may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, in these instances the SEND Code of Practice (2014) is followed.

In line with the Statutory Guidance on Supporting learners at College with medical conditions (April 2014) we work with the Schools Nursing Services. We are currently working towards the London Healthy Schools Award.

## **12. Monitoring and evaluation of SEND**

Our evaluation and monitoring arrangements aim to promote an active process of continual review and improvement of provision for all learners. In line with the graduated approach, SEN provision is monitored and reviewed half termly with learners, staff and parents/carers involved in this process. Provision is also reviewed in terms of its cost effectiveness.

## **13. Training and resources**

- SEN provision is part funded by EHC plans and partly by the local authority
  - All staff undergo standard training including:
    - Regular behaviour support training.
    - Regular continuous professional development (CPD) on how to meet the needs of Students with SEN in the classroom
    - Half termly Speech and Language therapy training.
    - Mental health training.

- Upcoming training-specialist includes training on supporting learners with short term memory difficulties. HR hold a record of all SEN CPD completed by tutors.

## **14. Roles and Responsibilities**

### **14.1 Learners**

- To actively participate in their learning at all levels, including negotiating targets for progression and engaging in systems for review and reflection of progress.

### **14.2 Parents and Carers**

- To engage with South Quay College and the support programme of intervention through regular communication and support their child's progress.

### **14.3 Tutors**

- To ensure all learners undergo established Initial Assessment.
- To ensure that all learners who are considered to have some specific learning differences are referred to SENCO in a timely manner.
- To partner with the SENCO in developing/implementing appropriate interventions in the classroom.
- To plan and deliver differentiated quality support enabling Students full and equal access to the curriculum.

### **14.4 Curriculum Leads**

- To ensure that schemes of work meet the specific needs of those with SEN.
- To partner with the functional skills coordinator to ensure that literacy and numeracy is embedded within the vocational scheme of work and learners are supported in this area.

### **14.5 Specific Educational Needs Coordinator (SENCO)**

- To oversee SEN provision.
- To source the Common Assessment Form or existing information on learners from their previous education institution.
- To deal with all referrals from tutors in a timely manner.
- To liaise with the Educational Psychologist to ensure that all learners are promptly assessed where necessary.
- To collaborate with both relevant specialists and tutors to implement specific strategies and devise resources to support learners in the classroom.
- To ensure that programmes of intervention are reviewed and revised.
- To work with tutors and curriculum leads to develop resources to support learning.
- To deploy staff and resources appropriately according to the needs of the learners.
- To ensure that staff receive adequate training to deliver quality teaching to all learners.

### **14.6 For South Quay College Leadership Team**

- To ensure statutory requirements are met by SENCO.
- To ensure CPD is available to all staff informing and enabling them to provide the best support to meet different learners' needs.

## **15. Transition arrangements**

KS4 and Post 16 service plans clearly indicating the progression pathways for all learners including SEN.

## **16. Complaints Procedure**

- Complaints policy

## **17. Storing and managing information**

- All information on learners is held confidentially
- Information is accessed by staff where appropriate

This policy is signed-off by: Exec Team

Dated: 14/07/2017

Policy Owner: Karin Compton

Review due: July 2017