

IVYBRIDGE COMMUNITY COLLEGE

Special Education Needs and Disabilities Policy

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This policy will be reviewed annually:	Last reviewed December 2024

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice May 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

- Teaching and Learning Policy
- Equality of Opportunity Policy
- PACE Policy
- Anti-Bullying Policy
- Home Learning Policy
- Children in Care Policy

The responsibility for the management of this policy falls to the Principal. The day-to-day operation of the policy is the responsibility of the SENDCo. The Principal and the Assistant Principal for Inclusion will work closely together to ensure that this policy is working effectively.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if:

(a) they have a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) they have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching will meet the individual needs of the majority of children and young people. Some children and young people will need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Together we make a difference

Our Vision:

Ivybridge Community College works beyond the expected, providing an exemplary wide and rich set of opportunities for all learners to develop their talents, interest and future self. We champion each and every learner ensuring equal access to high quality education. Everyone is expected to advance through the equality of opportunity, celebrating an inclusive environment that supports all young people and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We monitor the progress of all students, and the continuous assessment implemented by staff ensures that progress is maximised.

High quality teaching meets the needs of the majority of students. Some students will need something **additional to** and **different from** what is provided for the majority of students. This is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Ivybridge Community College will do its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the College are able to identify and provide for those students who have special educational needs or disabilities, so that they can thrive in an inclusive environment

The Staff and Governors of Ivybridge Community College will also work to ensure that all students with SEND reach their full potential, are fully included within the College Community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole College approaches towards the learning, progress and achievement of students with SEND. With this as an underlying principle, we believe that:

All leaders and teacher are leaders and teachers of those with Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class, even where students' access support from Teaching Assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole College responsibility. Meeting the needs of students with SEND requires partnership working between all that are involved: Local Authority (LA), parents/carers, students, Children's Services and all other agencies.

No student will be refused admission to Ivybridge Community College on the basis of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a student-centered process that engages the student, family and other professionals in planning for and implementing high quality needs led provision that is consistent across the College. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their wellbeing.

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Objectives

The SEND Policy of Ivybridge Community College reflects the principles of the 0-25 years SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for students with disabilities are met.
- Ensure students with special educational needs have their needs met.
- Take into account the views of the students with Special Educational Needs.
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- Facilitate full access to a broad, balanced and relevant education.
- Make arrangements to support students with medical conditions, in conjunction with the Medical Policy and have regard to statutory guidance supporting students at College with medical conditions.
- Implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- Develop a culture of Student Services valuing high quality teaching for all learners, with teachers using a range of methods with adaptations taken into consideration.
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within College and other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the College and local learning community.
- Make efficient and effective use of College resources.
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs and Disabilities

Definition of SEN

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision which is **additional to** or **different from** that which is normally available through a broad and balanced curriculum.

Ivybridge Community College regards students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age or,
- b) Have 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 Colleges or mainstream post-16 institutions:
- c) Fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2015).

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Ivybridge Community College will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are

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informed by the College that SEND provision is being made for their child.

There may be times in a student's College career when they are identified as having a Special Educational Need(s). These students could be provided with intervention and/or support that is 'additional to or different from' the normal curriculum. This may be on an on-going basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2015, students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing Literacy or Numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Severe learning difficulties (SLD) and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children 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. Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and Interaction needs

Children 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 or understanding what is being said to them. Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autistic Spectrum Condition (ASC)

Sensory and/or Physical needs

Some children 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 or may fluctuate over time. Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI)
- Physical disability (PD).

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A Graduated Response to SEND

Early Concerns

The progress made by all students is regularly monitored and reviewed by all staff at the College. Initially, concerns raised are addressed by appropriate adaptations within the classroom and a record is kept of strategies used.

How we identify and support students with SEND

All students' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities adapted for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher and in collaboration with the College Director.

Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the College's Special Educational Needs Coordinator (SENDCo) to agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a Specialist Teacher or Educational Psychologist. This will always involve discussion and agreement with the student and their parents/carers.

When considering whether a student has a special educational need, any of the following may provide evidence:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing Literacy or Mathematics skills which result in poor attainment in some curriculum areas.
- Has persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- Has sensory or physical difficulties and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class group, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Examination Access Arrangements

All student provisions are regularly monitored through in-class assessments. Teaching staff will collate evidence where they feel there is a need for examination access arrangements. JCQ have clear guidelines that Ivybridge Community College must follow. The College will provide the necessary evidence that any examination access arrangement put in place for final examinations are a student's normal way of working. Once we have this evidence, we will carry out appropriate assessments, in line with JCQ guidelines, to see if a student is eligible for the exam access arrangements and then we will apply accordingly.

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JCQ guidelines; 2020-2021

"Picture of need"

4.2.4 Access arrangements should be processed at the start of the course. Schools, for example, should be able to process applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9. However, in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements should be applied for as soon as is practicable. Centres must process applications as per Chapter 8, section 8.3 using Access arrangements online where required.

"Normal way of working evidence"

4.2.5 The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example:

- in the classroom (where appropriate);*
- working in small groups for reading and/or writing;*
- literacy support lessons;*
- literacy intervention strategies;*
- in internal school tests/examinations;*
- mock examinations.*

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the SENDCo or the assessor working within the centre.

Assess, Plan, Do and Review

All student provisions are regularly monitored through the assessment tracker process. The cycle of Assess, Plan, Do, Review ensures that students with SEND have their individual provision monitored regularly and at least termly.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with the student, parents/carers, the student will be removed from the College's SEN register.

Statutory Assessment of Needs (EHC)

Where, despite the College having taken relevant and purposeful action to identify, assess and meet the special educational needs and/or disabilities of the student, the child has not made expected progress, the College or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the review process will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months. Ivybridge Community College will hold annual review meetings on behalf of Devon Local Authority and complete the appropriate paperwork for this process.

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Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the College and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At Ivybridge Community College we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Reinforce their child's learning in the home.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support Service (DIAS) and Plymouth Information and Advice Support Service (PIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to College resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The College has both an appointed Designated Teacher for CIC; currently this is one of the Assistant Principals and a Governor for Looked after Children.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways.

These views are welcome at any time but are specifically sought as part of their termly reviews. We ask all students to contribute to the setting of their own targets.

Partnership with External Agencies

Ivybridge is supported by a wide range of different agencies and teams. The College's SEND Information Report details which agencies the College has worked with in the last twelve months. This report can be found on the College website and is updated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to students and families.

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Training and Resources

Allocation of resources

- Each year, we map our provision to show how we allocate human resources to each Year Group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of providing adaptations, support from a Teaching Assistant (TA) or focused interventions groups or for individuals.
- Specialist equipment, books or other resources that may help the student are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the College engage in regular CPD where Quality First Teaching is addressed.
- A programme covering a variety of SEND and Literacy development is offered regularly to all staff.
- Teaching Assistants are engaged in ongoing training whereby the role of the Teaching Assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in College and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

Funding

Funding for SEND in mainstream schools is mainly delegated from the College's budget. It is the expectation that the College provide support to their students with SEND from their SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the College can make a request for Additional Resource through an Educational Health Care Plan (EHCP) application.

Parents/carers who would like to enquire further about an Education Health Care Plan should speak in the first instance to the SENDCo.

Roles and Responsibilities

Provision for students with special educational needs is a matter for the College as a whole. The Principal, Deputy Principal, Assistant Principal for Inclusion, SENDCo, Assistant SENDCos and all members of staff uphold their own accountability for students with SEND.

The Principal

The Principal has responsibility for the day to day management of all aspects of the College's work, including provision for children with special educational needs. The Principal will keep the WeST Director of Inclusion fully informed on special educational needs issues. The Principal will work closely with the Assistant Principal (Inclusion), SENDCo and the WeST Director of Inclusion.

SENDCo

In collaboration with the Principal, Assistant Principal (Inclusion) and the WeST Director of Inclusion, the SENDCo determines the strategic development of the SEND Policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENDCo takes day to day responsibility for the operation of the SEND Policy and

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coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs.

Through analysis and assessment of children's needs and by monitoring the quality of teaching, the SENDCo and the wider SEND team support effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with College Directors, Pastoral Leaders and class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND Policy.
- Coordinating provision for students with SEND and reporting on progress.
- Advising on the graduated approach to providing SEND support, Assess, Plan, Do, Review.
- Advising on the deployment of the College's delegated budget and other resources to meet students' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Managing the SEND Team.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with early years providers, other schools, Educational Psychologists, Health and Social Care Professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND.
- To lead on the development of high quality SEND provision as an integral part of the College Improvement Plan.
- Working with the Principal, Assistant Principal and the WeST Director of Inclusion to ensure that the College meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the College's SEND Policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for accessing Provision Mapping to access the most recent guidance to support individual student's needs.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include carrying out a clear analysis of regular assessment and experience of the student, as well as previous progress and attainment.
- Teaching Assistants will liaise with the class teacher in relation to planning, student

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response and progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools and colleges to make arrangements to support students with medical conditions. Individual Health Care Plans will normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way. The **Early Help Assessment** and **Right for Children** are systems used to support multi-agency working. These systems support collaboration with health and social care, as well as special educational provision through the Team Around the Family (TAF).

Ivybridge Community College recognises that students at College with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the College will comply with its duties under the Equality Act 2010.

Please see the College's Supporting Students with Medical Needs Policy for further details.

Children in Hospital

The College Director, Pastoral Leader and SENDCo will ensure that students with health needs have proper access to education and will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

SEND Information Report

Ivybridge Community College will ensure that the SEND Information Report is accessible on the College website. Schools have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility

The College is compliant with the Equality Act 2010 and Accessibility Legislation. The College works hard to develop their accessibility and the accessibility plan for the College detailing how this is being developed can be accessed from the College Website.

Storing and Managing Information

Student SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/st_atutoryschoolsolicies.pdf

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the College's Complaints Policy (link needed here). If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers

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and the College. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.