

St Andrew's College SEND and Inclusion Policy

Introduction

This Policy has been written as guidance for staff, parents and carers and young people with reference to the following guidance and documents:

- Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability Code of Practice 2014
- Children and Families Act 2014
- Education Bill 2011
- SEN Green Paper 2011 'Support and Aspiration: A new approach to Special Educational Needs and Disability'
- Equality Act 2010
- Removing Barriers to Achievement (DfES 2004)
- Ofsted SEN Review (2010) SEND 'A Statement is not enough'.

The terms 'child' and 'children' are used in this policy to refer to all children under the age of 18. This is in accordance with the definition incorporated into the Children's Act 1989 and the United Nations Convention on the Rights of the Child. When discussing older children between 14 and 17 the terms 'Young Person or Young People' may also be used.

SEND and Inclusion Statement

St Andrew's College endeavours to achieve maximum inclusion of all young people (whilst meeting their individual needs). Teachers and Technical Instructors provide differentiated learning opportunities for all the young people within the school and provide materials appropriate to the young people's interests and abilities.

Special Educational Need might be an explanation for delayed or slower progress, but we make every effort to ensure that all young people make good or better progress with their learning, from whatever starting point. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, background or abilities.

English as an Additional Language is not considered a special educational need, but these students will receive additional support when appropriate.

We focus on individual progress as the main indicator of success.

It is likely that the complexity of mental health issues and special educational needs presented by young people at St Andrew's College may lead to lower attainment in terms of national norms; this does not mean that young people will underachieve. We strive to make a distinction between specific learning difficulties and 'underachievement', which is often the result of poor school experiences. Once identified, we will initiate appropriate and timely interventions in order to narrow the gap in a learner's attainment

St Andrew's College SEND and Inclusion Policy

Aims

St Andrew's College strives to be an inclusive College, values the abilities and achievements of all its learners and is committed to providing the best possible learning environment for each learner in order to enable them to fulfil their potential.

Aims of the College:

- To ensure the SEND Act and SEND Code of Practice 2014 are implemented effectively across the Education Department.
- To ensure equality of opportunity for all and to remove prejudice and discrimination against children and young people with SEND, with a commitment to high quality educational provision for all learners in our care.
- Aim to take account of diversity and demonstrate our commitment to it.
- To ensure all learners have access to a broad, differentiated and balanced curriculum appropriate to the individual's needs and ability.
- To support and encourage all learners to achieve their academic targets and reach their full potential.
- To monitor and track learner progress in relation to their academic targets.
- To ensure early identification of SEND and barriers to learning and participation through assessment systems.
- To meet individual needs through a wide range of provisions and using a variety of teaching strategies.
- Working in effective partnership with Local Authorities, Parents, Carers, and other service providers to provide high quality education for learners with SEND.
- To recognise achievements, attainment and progress and where applicable, informing Parents/Carers of this.
- To ensure a high level of staff expertise to meet learner need, through well targeted continuing professional development.

The Head Teacher has delegated the responsibility for the ongoing implementation of this policy to all teachers. (As all of our learners have some form of SEND, all teachers have SEND responsibilities.)

The College's policies for identifying young people with SEND and assessing their needs

With very few exceptions, our learners are admitted with their special educational needs already identified and defined through their Education Health and Care Plan. Further, more detailed, assessment of need takes place within the learner's initial 12 week assessment period.

St Andrew's College SEND and Inclusion Policy

The college uses an agreed approach to assessing and reviewing learners' attainment and progress by utilising:

- Comparative analysis of the performance of different identified groups of learners e.g. boys/girls, Looked After Children (LAC) etc.
- Assessment and review of learners' progress against their targets.
- Analysis and evaluation of the progress of individual learners in core and other subjects when their individual circumstances, which might impact upon their learning, are taken into account.

Learner's needs are identified and met as early as possible through:

- The analysis of data including entry profiles
- Classroom-based assessment
- Discussion with parents and previous placements/schools
- Tracking individual learner's progress over time
- Analysis of information from other services

Monitoring and evaluation of the provision is carried out by:

- Classroom observation by senior leaders
- Learner progress meetings between teachers and senior leaders
- Learner progress tracking via student database

Our approach to teaching young people with SEND.

As a specialist provision, we have small classes. Consequently, it is possible for us to meet the learning needs of our young people on an individual basis or a very small group teaching basis. Whilst our curriculum is guided by the requirements of the National Curriculum it is carefully tailored to reflect the complex needs of the young people at St Andrew's College.