

Policy Group: College
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Approved by: Charity Executive Committee (CEC)

St Andrew's SEND (Special Educational Needs and Disability) and Inclusion Policy

1. Policy Summary

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

Aims of the St Andrew's College:

- To ensure the SEND Act and SEND Code of Practice 2015 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 students in our care.
- To take account of diversity and demonstrate our commitment to it.
- To ensure all students have access to a broad, differentiated and balanced curriculum appropriate to their individual needs and ability.
- To support and encourage all students to achieve their academic targets and reach their full potential.
- To monitor and track student 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.
- To work in effective partnership with local authorities, parents, carers and other service providers to provide high quality education for students 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 student needs, through well targeted continuing professional development

Context

[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.]

St Andrew's College endeavours to achieve maximum inclusion of all young people (whilst meeting their individual needs). Teachers provide differentiated learning opportunities for all the students 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 students make good or better progress with their learning, from whatever starting point. We believe that educational inclusion is about equal opportunities for all students, 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 students 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 student's attainment.

2. Links to Procedures

Initial Education Interview
Educational history check
EHCP Annual Review
Needs Assessment
Reading Interventions
Dyslexia Screening

3. Monitoring and Oversight

Identifying students with SEND and assessing their needs

With very few exceptions, our students 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 student's initial 12 week assessment period.

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

- Comparative analysis of the performance of different identified groups of students e.g. boys/girls, Looked After Children (LAC) etc.
- Assessment and review of students' progress against their targets.

- Analysis and evaluation of the progress of individual students in core and other subjects when their individual circumstances, which might impact upon their learning, are taken into account.

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 students on an individual basis or a very small group teaching basis. Whilst our Activ8 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.

Students' 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 student's progress over time.
- Analysis of information from other services.

Monitoring and evaluation of the provision is carried out by:-

- Lesson observation by the senior leadership team.
- Learner Progress Meetings between teachers and the senior leadership team.
- Learner progress tracking via the college's Student Database.
- Learning Walks.

Responsibilities

The SENCo will be responsible for ensuring that the aims of the college are met and that they remain compliant with all relevant legislation.

The Senior Leadership Team will monitor the effective implementation of the policy and support the SENCo in ensuring the aims of the college are met.

As all of our students have some form of SEND, all education staff are deemed to be teachers of SEND and have SEND responsibilities.

4. Diversity and Inclusion

St Andrew's Healthcare is committed to *Inclusive Healthcare*. This means providing patient outcomes and employment opportunities that embrace diversity and promote equality of opportunity, and not tolerating discrimination for any reason.

Our goal is to ensure that *Inclusive Healthcare* is reinforced by our values, and is embedded in our day-to-day working practices. All of our policies and procedures are analysed in line with these principles to ensure fairness and consistency for all those who use them. If you have any questions on inclusion and diversity please email the inclusion team at DiversityAndInclusion@standrew.co.uk.
Inclusion Policy.

5. Training

Teachers at St Andrew's College will hold Qualified Teacher Status.

The SENCo will offer relevant training to St Andrew's College staff when required, in addition to the use of college INSET days for dissemination of best practice.

6. References to Legislation and Best Practice

Special Educational Needs and Disability Act 2001
Special Educational Needs and Disability Code of Practice 2015
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 Framework 2019

7. How to request a change or exception to this policy

Please refer to either the [Policy and Procedure Update Application Link](#) or the [Policy and Procedure Exception Application Link](#)

8. Key changes

Version Number	Date	Revisions from previous issue
1.0	Sept 2020	Rewritten and formatted on new Charity Template