

Special Educational Needs and Disabilities (SEND) Policy

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The 2015 SEND Code of Practice 0-25 years states that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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 or mainstream post-16 institutions.

RATIONALE

Felixstowe International College is a boarding and day school with a Christian ethos and we believe that all children are entitled to an education that will enable them to maximise their skills across all areas of development - intellectual, physical, aesthetic, creative, emotional, spiritual and social. All students have individual needs which put personalised learning at the heart of our teaching and learning.

Although Felixstowe International College is a small school with a small number of students with special educational needs and disability, the school is committed to the provision of programmes of study and learning opportunities to meet the needs of students with Special Educational Needs and Disability (SEND) as fully as resources will allow.

We recognise that over the course of their educational careers some students may require a short- term boost of planned 'Learning Support' to bring their attainments up to expected standards. A smaller number of students will have SEND (special educational needs and disabilities, whether academic, emotional, behavioural or physical at some point or throughout their education) requiring more specialist support over a longer term period.

This policy should be read in conjunction with the school's Curriculum and Equal Opportunities

Policies and with the following procedures for implementing this policy.

SEN and QFT

Felixstowe International College is able to support students with SEN within our adoption of Quality First Teaching (QFT) style. This a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. QFT relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEN resources. In short, QFT highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEN needs.

The ultimate goal of QFT is to ensure all whole-class teaching is as inclusive as possible. The main instruction should come from the teacher. However, this is not possible in all cases, as identified in Wave 3 of the Three Waves of Intervention Model.

This first step of the three waves is simply Quality First Teaching. Wave 1, Universal,

encourages teachers to thoroughly plan each lesson so that there are clear learning objectives alongside worksheets, exercises and other pedagogical choices to help them meet the learning outcomes.

Wave 2, Targeted Additional Interventions, can happen alongside Wave 1 to provide extra support to students who are not quite meeting age-related expectations. Wave 2 involves identifying these students and taking the necessary steps to personalise their learning experience so that they can get back on track in their learning journey.

Extra support can be provided during regular lesson time - it doesn't have to take place outside of whole-class teaching. This is where differentiated activities and exercises would be used to great effect.

Wave 3, Specialist Personalised Interventions, encourages teachers to create a personalised learning program for students struggling to meet age-related expectations. This step is for students who require more support than is provided in Wave 2.

Wave 3 may even require SEN-specialists or SEN teaching assistants to provide further support to learners to help them progress at the expected rate. It is possible that parents will be invoiced for adjusted fees to ensure their son/daughter's needs are met through the additional support which have an associated cost. This would not occur without prior discussion between the school and the family.

AIMS

- To provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where children have been identified as having SEND;
- To develop an ethos of care, empathy and understanding. This is essential when dealing with children with special needs, who may have low self-esteem;
- For all children to experience success, and achievement, and to reach their full potential.

OBJECTIVES

- To identify students with special educational needs and disabilities and ensure that their needs are met;
- To identify students who have emotional and behavioural difficulties and meet their special needs;
- To ensure that students express their views and are fully involved in decisions which affect their education;
- To ensure that students with special needs and disabilities join in with all the activities of the school;
- To ensure that all learners make the best possible progress, have high aspirations and are set stretching targets;
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school;
- To promote effective partnership and involve outside agencies when appropriate.

BROAD GUIDELINES

- All teachers have a responsibility for meeting the needs of all students with SEND and for adapting their teaching to ensure that all students learn to the best of their ability.

- The school maintains a register on which the name of any students identified as needing any additional support is entered. Copies are circulated to all staff at the start of the academic year with updates as necessary.
- The school reviews the provision for these students and monitors the progress and performance of all such student annually.
- The school has a graduated response to SEND of SEN support. At the lowest level of need support may consist of monitoring, some change to teaching style, or additional time in examinations. At the second level, the students receive intervention: withdrawal from lessons individually or in small groups and possibly some targeted in-class support. In addition, some students require liaison with appropriate outside agencies. Where a student has a statement or an EHCP (Education Health Care Plan), support is offered to meet the student's identified needs.
- The school believes that students with SEND are entitled to full and equal access to all aspects of the curriculum which the school provides.* This policy ensures that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs. The success of the school's SEND Policy is judged against the aims set out above.

* This must be understood in conjunction with the school's curriculum policy. The school do not offer foundation level GCSE subjects and therefore will only enrol students on to our GCSE courses that can access higher level learning. To ensure suitability for all students at GCSE, the school requires students' starting points to reflect the higher level curriculum. An expected entry of attainment will be GCSE grade 4 at point of entry to a GCSE course.

PROCEDURES FOR IMPLEMENTING SEND POLICY:

1. The Learning Support in the School

The Special Educational Needs Coordinator (SENCo) is responsible for liaising with teaching staff, pastoral staff and parents regarding planning, delivering and reporting an appropriate programme of differentiated work to meet the individual's needs and monitoring the progress of students with SEND.

2. The Responsibility of all Teachers

All teachers teach students with SEND as part of their normal lessons and we recognise that since for the majority of their timetable these students are in classes without additional support that these teachers have the primary responsibility for SEN support, adopting the graduated approach of Assess, Plan, Do, Review, as supplied and supported by the SENCo. At an individual level subject teachers meet the needs of the SEND student's needs by:

- Having a knowledge of the student's intervention plan or SEN Profile, if there is one, and using it in the planning of their lessons;
- Asking advice from the SENCo;
- Adapting work as appropriate, including homework;

- Raising any concerns about the possible learning difficulties of a student with the SENCo;
- Sharing key information in the classroom and/or on Google Classroom including knowledge organisers, key words, etc;

- Making sure that students know the dates when completed work should be handed in, by sharing it on Google Classroom;
- Providing students with as much information as possible on the requirements of the course or topic, sharing success criteria examples of and display samples of work at different grades or levels;
- Allowing appropriate special examination adjustments for all tests and exams where possible;
- Ensuring that schemes of work and/or lesson planning meets the full range of student's abilities and needs;
- Ensuring planning states how adaptations can be used to enable children with a range of attainments to experience success;
- Having SEND as a regular item on SLT and staff meeting agendas;
- Ensuring that marking addresses successes and target setting for all students, including those with special educational needs;
- Reviewing the progress of students requiring SEN support regularly against the strategies outlined on the intervention plan or SEN Profile, with the SENCo.

3. The Role of the SENCo in Learning Support

- Arrange screening and testing of students with possible SEND to ensure their SEND are identified and met.
- Maintain and oversee records on all students with SEND;
- Draw up SEN Profiles in consultation with teachers, students and parents, setting individual targets that are monitored regularly;
 - Liaise with teachers in developing classroom strategies and resources;
 - Liaise with pastoral and boarding staff when appropriate, with parents of children with SEND and with external agencies where appropriate;
- Conduct reviews for students with SEND as appropriate.

4. Reasonable Adjustments

In accordance with the Equality Act 2010 the school makes reasonable adjustments in order to meet the needs of students with SEND. The school has a selective admissions procedure but gives consideration to all applications and to any reasonable adjustments that would be required to enable a student with SEND to access the curriculum.

The Exams Officer provides SEND students with appropriate Access Arrangements in external and school examinations and tests including extra time, use of a reader, scribe or transcription.

5. Assessment and Monitoring Procedures

- Use information from previous schools or from parents to provide a starting point for the development of an appropriate curriculum;

- Ensure the early identification and assessment for any student who may have SEND through use of classroom observation, appropriate screening and assessment.
- Identify and focus attention on a student's skills and highlight areas for early action to support the students within the class;

- Ensure that on-going observation and assessment provide regular feedback to all teachers and parents about the student's achievements, experiences and emerging needs and form the basis of planning the next steps of the student's learning;
- Regularly monitor progress of students with SEND in termly assessments.

More detailed assessment is to be made by an outside specialist to assess for specific learning difficulties. Typical assessments include: WRIT (cognitive), WRAT (reading, spelling, numeracy); DASH (handwriting); TOWRE (reading efficiency); and CTOPP (phonological skills).

A written report, including recommendations, is always made available to parents; results are discussed with students in an appropriate way.

6. Roles and Responsibilities of Pastoral Staff

There is on-going liaison between teaching staff, pastoral, SLT and the SENCo, so that all concerned are aware of the individual needs of students with SEND and can contribute to the planning of individual targets and share in the implementation of any strategies and learning plans that are decided. Pastoral staff have a wealth of knowledge about the individual students, often gained through their regular tutorials, and their role is central to implementing strategies for improving emotional and social development, such as raising self-esteem, developing self-reliance and building positive relationships.

Strategies to promote positive behaviour, relevant procedures (such as anti-bullying), and sanctions are monitored to ensure that they are effective for and appropriately used in relation to students with SEND. Boarding and the non-academic curriculum are central parts of life at Felixstowe International College. All staff have a role in ensuring that there are appropriate informal opportunities for students to achieve success, feel valued and raise and maintain their self-esteem.

7. Parents as Partners

Parents are accepted as equal partners. They have a depth of knowledge about their own children and their difficulties that cannot be matched by the professionals who have their own skills to offer. Keeping parents informed is of paramount importance and is established in law.

Parents must make the school fully aware of any existing information, assessments and previous or ongoing support that would enable us to meet specific learning needs.

Contact from parents is welcome at all times. Parents are to receive an updated copy of their child's SEN Profile following a review. Parents are involved as much as possible in the planning, implementation and evaluation of provision for students as well as annual reviews.

The school will make suitable recommendations about meeting a child's needs; however, it is ultimately a parental decision whether they wish to follow these.

8. Involving the students in their own learning

The views of the students are central to the success of any targets and learning strategies. Young people have a right to be involved in decisions which affect their education but seeking their views is also important for pragmatic reasons: they have valuable information to contribute about how they learn and they may be better motivated towards targets that they have been involved in setting.

Students will have the opportunity to discuss the content of the SEN Profile and be fully involved in target setting and annual review. With younger students the discussion should focus on the ways in which staff are going to help them, rather than formally discussing the SEN Profile.

PROVISION FOR STUDENTS WITH EHCPs

Education, Health and Care Plans are personalised plans for children and young people with special educational needs that cover from birth to age 25. They aim to ensure that all the support the young person needs from education, health and social care professionals is agreed in one place. EHCPs replaced statements and learning disability assessments in September 2014.

Where a student has complex learning needs and is failing to make appropriate progress, parents have a statutory right to ask the Local Education Authority to make an assessment with a view to drawing up an Education and Health Care Plan (EHCP). Permission to name Felixstowe International College on an EHCP must be sought from the school by the family. As a school, we also have the right to request an EHCP assessment, and will consult with parents before exercising this right.

If a student has an EHCP, educational and welfare provision will be discussed with the Local Authority and parents on an individual basis. This will be carried out by the Special Educational Needs Co-ordinator (SENCo) and agreed with the Principal. EHC plans are reviewed annually by the SENCo and the parent(s) of the student.

On application to the school, an EHCP must be fully disclosed and a place will only be offered once it is established that the school can support the provision specified on the EHCP. An EHCP will be frequently reviewed in response to any changing needs to ensure that the needs of the student can be fully met. As any student gets older, individual learning needs can change and Felixstowe International College's ability to continue to meet a student's individual specific needs will be under regular review. It may be that the school informs parents that we can no longer meet the needs of their child. In circumstances where 'beyond reasonable' adjustments are made and the costs incurred for these are not covered by an EHCP, it is possible that parents will be invoiced for adjusted fees to ensure their son/daughter's needs are met through the additional resources which have an associated cost. This would not occur without prior discussion between the school and the family.