

Kensington and Chelsea College
Special Educational Needs & Disabilities
(SEND) Policy

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Signing off requirements:

Corporation	<input type="text" value="tba"/>
Exec	<input type="text" value="tba 2016"/>
HR	<input type="text"/>
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Single Equality Duty Committee (SED)

Date: November 2016

Review Date: November 2018

Statutory Framework

Equality Act 2010

*“All early years providers have duties under the Equality Act 2010. In particular, they **must not** discriminate against, harass or victimise disabled children, and they **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.”*

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2015) says students have a learning difficulty if They:

- (A) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A young person under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Vision

At Kensington & Chelsea College (KCC), we are committed to the academic and personal development and welfare of all students regardless of ability. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those students with Special Educational Needs and Disabilities (SEND).

Kensington and Chelsea adopts a whole college approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all students. We are committed to ensuring that students with SEND achieve their full potential.

We believe in positive intervention: removing barriers to learning: raising expectations and accelerating levels of achievement. As a College, we also work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience at KCC.

Objectives

- All students with SEN have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All students with SEN can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.

- All students with SEN will be valued as full members of the college community.
- All students with SEN and their parents/carers have the right to be included in assessing progress and determining goals. A partnership should exist between the student, parents/carers and the college.

This SEN Policy details how KCC will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them.

The Special Educational Needs Co-ordinator, is responsible for the operation of this policy. Assisted by the Director and a team of Support Staff.

We will use our best endeavours to ensure that teachers in the college are able to identify and provide for those students who have special educational needs, which will allow them to be fully included in all the activities of the college alongside their peers. This provision should be reasonably practical and compatible with the student receiving the special educational provision they need and the efficient education of the students with whom they are educating.

Admissions Arrangements

The admissions arrangements for all students are in accordance with national, legislation, including the Equality Act 2010. This includes students with any level of SEN: those with a statement or EHCP plan and those without. (Children & Family Act 2014)

The Coordinator will gather all of the SEN paperwork and relevant information from schools and any agencies working with the student as soon as possible, to create a profile of need. If the student is making a transition from another school or college, a meeting may be set up between the schools/college and the SENCO to aid a smooth transition and to make sure that the pupil's needs are being met.

When face-to-face meetings are not possible, contact will be made via telephone and/or email to make sure that there is a good understanding of the type of provision that is required.

Student Centred Approach

Young people with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education.

At KCC, students are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their reviews and transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Partnership with Parents

Kensington & Chelsea will have regard to the SEN Code of Practice (2015) when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the college, that SEN provision is being

made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of the young person's needs and the best ways of supporting them. All parents/carers of students with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Identification

Assessment is a continuing process that can identify students who may have SEN. The college will measure young people's progress by referring to:

- Evidence from teacher observation and assessment
- Standardised screening or assessment tools.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the college will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used, or arise from Special Educational Needs. Young people who have an English language barrier will not be classed as SEN.

Special educational needs Support

Teaching SEN students is a whole-college responsibility, requiring a whole-college response. Central to the work of every teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated response

Kensington & Chelsea College adopts a graduated whole college response to meeting special educational needs that requires the initial use of classroom and college resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having Special Educational Needs, the college will intervene.

If a student is known to have special educational needs when they arrive at college, the SENCO, Learning Support staff and pastoral colleagues will:

- Use information from the previous education to provide an appropriate curriculum for the student and focus attention on action to support the student within the class.
- Ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning.
- Ensure opportunities for the student to show what they know, understand and can be enhanced through enrichment and tutorials.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in college.

Monitoring Student Progress

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENCO and Learning Support staff to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available, within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the student's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the student's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

When a student is identified as having special educational needs, KCC will provide interventions that are additional to or different from those provided as part of the college's usual differentiated curriculum. This intervention will be described as SEN support. The level of additional intervention and support will depend on the individual student's need.

To include SEN students:

- Makes little or no progress even when teaching approaches are targeted and identify area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties
- Has sensory or physical problems, 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 a differentiated curriculum.
- If we conclude, after consulting parents/carers, that a student may need further support to help them progress, we will consider our reasons for concern alongside any information about the student already available to the college.
- The SENCO and Learning Support staff will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's teacher/s will remain responsible for working with the student, for assisting in the planning of an individualised programme and for the delivery of such a programme.
- In some cases outside professionals from health or social services may already be involved with the student. In such instances it is good practice for these

professionals to liaise with the college and keep them informed of their input. If these professionals have not been working with the college, the SENCO, with the parent's permission will contact them.

Nature of Intervention

The SENCO and the student's subject teachers, in discussion with the student's Parents/carers, will decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:-

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.
- An action plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.

Our Multi-Agency Approach Means - Links with Outside Agencies

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. Anyone of the support services can raise concerns about a student. This will be brought to the attention of the SENCO and the student's parents/carers.

A request for help from external services is likely to follow a decision taken by the SENCO, colleagues, in consultation with parents/carers. External support services will usually see the student, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a student's progress. To give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

College Request for Statutory Assessment-Education, Health and Care plan

For a few students, the help given by KCC's intervention both in College and from outside agencies may not be sufficient to enable the student to make adequate progress. It will then be necessary for the college, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and is making little or no progress while accessing additional interventions.

We will provide written evidence as required by the Local Authority detailing:

- The intervention and provision records.
- Individual student's profile
- Records of regular reviews and their outcomes.

- National Curriculum level attainments.
- Other assessment data.
- Written reports from an advisory specialist support teacher or an educational psychologist if available.
- Views of the parents/carers and of the student.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.
- Education Advice: providing information relating to concerns, difficulties and all strategies and interventions implemented.

Depending upon the outcome of such a request, statutory assessment may take place. Parents/carers will be offered a Key Worker to help them through the statutory assessment process. Following statutory assessment, the LA may issue a statement of the child's special educational needs.

Annual Review of a statement/Education, Health and Care plan (EHCP)

All statements and Education, Health and Care plans will be reviewed at least annually with the parents, the student, the LA and KCC to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the statement. The annual review will focus on what the student has achieved as well as on-going difficulties that need to be resolved.

The annual review is particularly significant in preparing for employment, other further education sector, work-based training, higher education and adult life. The aim of the annual review and subsequent years is to review the young person's statement and draw up and review the any Transition Plan.

Individual Students' Profiles

Strategies employed to enable the pupil to progress will be recorded within an individual Record of Work (ROW). The ROW will include information about:

- Reading and spelling
- Standardised test scores
- Possible resources/techniques and strategies to use in class
- When the plan is to be reviewed (Termly)

The student will take part in the development of their individual student profile where appropriate. Student profiles will be reviewed on a termly basis to ensure that student progress can be tracked effectively.

Evaluating the Success of the SEN Policy

The success of KCC's SEN provision is evaluated through:

- The monitoring of classroom practice by the SENCO and Head of Department.
- The progress made by SEN students in terms of target grades and achievements in core and other subjects
- The performance of SEN students in nationally accredited tests and examinations.
- Comments from parents and students
- External evaluation by LA and OFSTED inspections

- Parental involvement, especially attendance at reviews.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

The role of the SENCO

The key responsibilities of the SENCO will include:

- Overseeing the day-to-day operation of the college's SEN policy.
- Liaising with and advising colleagues.
- Advising on a graduated approach to providing SEN support.
- Liaising with parents/carers of students with SEN
- Managing the Learning Support team
- Coordinating provision for students with SEN
- Overseeing the records on all student with SEN
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Developing link with other school/colleges, sharing best practice

Links with other schools

Working collaboratively with other schools is another way that we ensure that provision for our students with SEN is effective.

Safeguarding

We are committed to providing a safe environment and have a duty of care to all our students, and recognise our SEN students are vulnerable individuals who need guidance and support on how to stay safe and feel safe.

Complaints Procedures

Complaints concerning any aspects of Kensington & Chelsea's SEN Policy should be addressed to the Director of Learner Services.

Useful documents

Special Educational Needs Code of Practice. DfES 2015

Children and Families Act 2014

Other information may be found on the Department for Education and Skills website at: www.dfes.gov.uk/sen