Kemnal Technology College

SEND POLICY

This Policy was reviewed:

September 2022

The Policy will next be reviewed by TKAT & Kemnal Technology College by:

September 2023

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for Colleges DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- College Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Colleges SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at College with medical conditions (Aug 2017)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the College's SENCO with the SEN Governor, in liaison with the SLT, all staff and parents of pupils with SEND. In accordance with new legislation which encourages a spirit of co- production in the forming of new College policies around SEN, the new policy will be produced in consultation with staff, students and parents.

The College SENCO is **Kim Brenson**

Tel 02082698361

The department also has one Learning Support Administrator who is **Nichola Baylis**

Tel 02082698288

The SEND Policy has been developed in order to ensure that the College meets not only the requirements of new legislation, but also reflects the spirit of inclusion. The College believes that it is the duty of all staff to work to ensure that students with Special Educational Needs are provided for both inside and out of the classroom through a holistic approach which minimises the impact of any barriers to learning.

Reflecting the SEND Code of Practice 0 – 25 guidance this SEND code of practice has been developed through discussion with major stakeholders, teachers, students and parents.

The SEND Policy works alongside existing policies which can be found on the College website. Related Policies may include the following:

- Bullying
- Physical restraint
- Meeting medical needs
- Accessibility
- Safeguarding Policy
- Assessment

Aim

The College aim is for all students to achieve their potential both academically and socially.

We aim to equip students with the skills needed to succeed and a genuine interest in learning. We aim to raise the expectations and performance for all students and for this reason the progress of students with SEND is monitored using standard College tracking systems. Targets and goals for students with SEND are set using the same process as used for all students. The learning support department however monitors student welfare and confidence beyond standard College systems. The Learning Support Department uses a flexible approach to supporting students with SEND and staff support hours are used effectively and creatively.

Objective

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a "whole pupil, whole College" approach to the management and provision of support for special educational needs through high quality teaching
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Inclusion Policy
- To provide support, advice and training for all staff working with pupils who have special educational needs

Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible referring wherever possible to existing records form primary schools or previous secondary schools. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the College needs to take, not to fit a pupil into

a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

The College also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the College which takes place on a termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. In this instance there are a number of steps that can be taken by the College such as working with the family to better understand the child and putting in place effective individualised support. In this instance the Learning Support Department works closely alongside the Pastoral team and Assistant Head in charge of behaviour.

Promoting Social, Emotional and Mental Well-Being

Children need to feel valued, confident and secure to make maximum progress in their learning. The College is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- Social Skills Groups
- College Mentors
- External Mentors
- Lego Therapy
- Football Beyond Borders
- Bike Maintenance
- External Counselling
- Strengthening Minds
- Art Therapy
- Horticultural intervention

- Self Esteem Workshop
- Conflict Resolution Workshop
- Anger Management Workshop
- Friendship Workshop
- Dealing With Conflict Workshop

A Graduated Response to SEND Support

Class/subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

The College regularly and carefully reviews the quality of teaching for all pupils including those at risk of underachievement. A rigorous system of Quality Assurance and Learning Walks are completed by the senior and assistant leaders including the SENCO. Through this process the quality of teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEND are evaluated. Any identified areas of weakness are then addressed through CPD.

Before special educational provision is made, the SENCO and class teacher will consider all the information from within the College about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEND register, in formal consultation with parents.

Managing Pupils on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. The SENCO, in consultation with the class/subject teacher, pupil and parents will draw up a support agreement which will be put in writing and held on your son/daughters record and communicated to all appropriate staff.

All students on the SEND register will be subject to monitoring on a once a term basis. This will be a process where the needs of the student are considered alongside any intervention that has been taking place. The impact of the intervention will be investigated and progress monitored. The student and parent can expect that if the student needs have changed or intervention has had no impact, an alternative approach will be discussed. The process will use the following systematic approach.

Assessment: will include detailed formative assessment to identify individual barriers to learning. May involve assessment by external agency.

Plan: advice and recommendations incorporated into individual provision map. Drawn up by SENCO in consultation with class / subject teacher and parents.

Do: Interventions put in place, following recommendations. To be reviewed once a term or sooner if marked progress is made.

Review: Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through whole College data systems and individual provision maps. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the College's cycle of progress monitoring.

While the needs of the majority of pupils will be met from within the College's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the College needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes.

Where additional funding is agreed, a Pupil Resource Agreement will be put in place, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

Criteria For Exiting The SEND Register

Students will be removed from the SEND register if they do not have a diagnosis and are demonstrating progress that is in line with their peers. Students will be exited from the register if there are alternative issues such as issues within the family home that are causing distress. In this situation they will be monitored through a separate vulnerability scale. Parents will be informed of any decision made.

Supporting Pupils and Families

- LA Local Offer – the local offer can be found on the College website SEND page
- The SEND Information Report can be found on the College website SEND page.
- For details of support for students with medical needs can be found in the policy section on the College website

Access Arrangements

The College has a robust system for assessing and monitoring students who may be eligible for exam concessions such as extra time, a reader or keyboard. A range of assessment materials are used to identify students and students are monitored in order to ensure that internal mock exams follow the same procedures as external.

Staff:

Kim Brenson	Head of Learning Support
Teresa Harper	Teacher of SEND
Claire Wright	Inclusion Co-ordinator
Maria Haynes	Maths Tutor
Christine Owen	Literacy Champion
Charlie Penfold	Intervention Assistant
Ros Hopgood	Intervention Assistant
Jane McCarron	Intervention Assistant
Sydney Townsend	Intervention Assistant
Nichola Baylis	Learning Support Administrator

Transition from Primary to Secondary school is potentially a difficult time for students with SEND. Every effort is made to help that transition to be a smooth and trouble free as possible. This is facilitated through:

- Meetings with parents and students
- Effective handover sessions with Primary School
- Visits from a member of the Learning Support Team to the Primary College
- An induction day at Kemnal
- Extra transition days for vulnerable students

Any extra support for students as they move through the Key Stages is available when required and the Learning Support Department will work with the student and family to support Transition at the post 16 phase should it be required.

Supporting Pupils At College With Medical Conditions

The College recognises that pupils at College with medical conditions should be properly supported so that they can have full access to education, including College 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. See College's Medical Policy.

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

Monitoring And Evaluation Of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views.

The Deputy Head responsible for the SEN department meets with the Governor responsible for SEND on a termly basis in order to review the service offered by the College.

The College undergoes an active process of continual review and improvement of provision for all pupils.

Training And Resources

SEND is funded from the Notional SEN budget allocated to all Colleges, based on prior College attainment and free College meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the

LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the College's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

Roles And Responsibilities

- The SEND Governor meets with the SEN department on a regular basis in order to be able to report back to the governing body on any important related issues
- There is a strong team of Intervention Assistants who work both in class and within small group and one to one settings.
- Tanya Cornish, Deputy Headteacher, is the designated teacher with specific Safeguarding Responsibility
- Kim Brenson holds the responsibility for Pupil Premium/LAC funding
- Kim Brenson is the member of staff responsible for managing College's responsibility for meeting the medical needs of pupils

Storing And Managing Information

All documents pertaining to students with SEND are kept within a lockable room in the Learning Support department. Teachers are welcome to visit to read information on students should it be deemed useful to their practice but are requested not to remove the information. Any paper work needing to be disposed of is shredded separately to the main waste paper disposal systems within the College. Documents are stored for 7 years after the departure of a student unless that student has moved onto another educational location which requests the paperwork. In this situation details are passed on only with written parental permission. Documents are stored in a locked facility and are disposed of through our 'Confidential Waste' procedures.

Reviewing The Policy

This Policy is reviewed on an annual basis by the Head of Learning Support Kim Brenson.

Accessibility

Statutory Responsibilities

The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of Colleges for disabled pupils and to implement their plans.

Barriers to learning experienced by students with SEND are recognised by the College and addressed through staff training. Teachers work to address these barriers by using a combination of the following classroom approaches.

- Explicit language teaching for new or complex vocabulary.
- Focus on vocabulary learning for KS3 students
- Visual aids to support learning such as interactive whiteboards, visual prompts and visual cues generated by 'Communicate in Print.'
- Interactive whiteboards adapted to ensure a coloured background that is easier for dyslexic students to read
- Work printed out for students so that they do not always need to be working from the interactive whiteboard.
- Opportunities for discussion/group work and speaking and listening activities built into lesson delivery to assist students with written work
- Scaffolding and writing frames used to facilitate writing tasks
- In class support from Teaching Assistants
- In class support from SEND Teacher
- Access to laptops and Chrome books
- Thorough testing for exam access arrangements

The College aims to improve the delivery of written information to disabled pupils. For example adapting written information that is normally provided by the College to its pupils available to disabled pupils through the use of:-

- Coloured paper for students with Visual Stress
- Visual timetables for students who will struggle with written timetable
- Homework put on website to facilitate access from home
- College events on website to facilitate access from home
- Parents of students with SEND are encouraged to contact the SEN department by phone with any queries regarding information sent out to parents

Parents and carers can contact the learning support department at any time from 8.00 a.m. until 5.00 p.m. on the numbers provided at the end of this policy. If staff are not available to take a call, a message can be left and staff will attempt to reply by the end of the next working day. E-mails can also be sent to the addresses provided and will be responded to promptly.

Dealing With Complaints

Any complaints regarding the provision for and treatments of students with SEN are dealt with on an individual basis in a careful and considerate manner. Should parents be dissatisfied with attempts by the SEND department to rectify the situation, parents are free to contact the Deputy Headteacher Emma Wride either in writing or by phone.

Bullying

The College's Bullying policy can be found on the College website http://www.ktc-tkat.org/38/policies. Students with SEND have additional safeguards in place to ensure that they feel comfortable approaching for help should they have been a victim of bullying. The learning support office is open to students at break and lunchtime and they are encouraged to come to discuss any issues that they may have experienced during the College day. Any issues are communicated swiftly to the KS teams to ensure prompt action.

Awareness of issues relating to SEND are explored through assemblies, tutor time, and awareness weeks such as Dyslexia Awareness week.

Specific approaches to support target SEND groups exist, for example:

- for Autistic students, social skills sessions and lunch club are the perfect venue for discussing issues with other students. Social skills stories can be used on a one to one basis to explore relationships and events in more detail.
- for students with ADHD a parental support group meets twice a year to discuss concerns. Students with Learning Difficulties develop effective working relationships with staff in the learning support department through in class support.