



Scarborough College

SEND POLICY

This is a whole College policy, including EYFS and the boarding community.

1 Guiding Principles

This policy has been compiled with regard to the 2014 Special Educational Needs & Disability (SEND) Code of Practice (0-25 years), The Equality Act 2010 and Part 3 of the Children and Families Act 2014.

- In this school we have high expectations of all pupils.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice (0-25 years).
- All pupils are entitled to access the full school curriculum and take part in every aspect of school life unless there is a specified modification or misapplication outlined in an individual pupil's Education & Health Care Plan (EHCP).
- Every teacher is a teacher of every child or young person including those with Special Educational Needs or Disabilities (SEND) and Learning Support Needs (LSN).

2 Terms

- A child or young person has **SEND** if they have a learning difficulty, difference or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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 child 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 (Clause 20 Children and Families Bill).

- A child or young person has a Learning Support Need (**LSN**) if they are not identified as having SEND but has a need nonetheless that creates a barrier to learning. This could well include a social need and/or emotional need.
- SEND and LSN are defined under the four areas identified in the Code of Practice, as follows:
 - ◆ Communication and Interaction
 - ◆ Cognition and Learning
 - ◆ Social, Emotional and Mental Health
 - ◆ Sensory and/or Physical Needs

3 Aims and Objectives

Aim - To support the aspirations of every pupil with SEND and LSN and facilitate them to achieve their full potential.

Objectives –

- To lead in the process of identifying pupils likely to require Learning Support and implement a Graduated Approach.
- To produce and review Pupil Passports (PPs), for designated pupils, informed by the EHCP targets and outcomes where appropriate.
- To ensure teachers are aware of pupils' needs, implement PP recommendations and promote inclusive teaching and learning strategies.
- To promote a “whole pupil, whole school” approach to the management and provision of Learning Support.
- To provide appropriate support to ensure that pupils' needs are met through the implementation of a Assess, Plan, Do, Review (APDR) practice.

4 Responsibility for Co-ordination of SEND Provision

The Special Needs and Disability Co-ordinator (SENDCo) in collaboration with the Headmaster and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of Special Needs provision, working closely with staff, parents and carers and other agencies. The SENDCo provides professional guidance to colleagues to promote high quality teaching for pupils with SEND.

The SENDCo attends regular SENDCo training as appropriate. There are also links to North Yorkshire County Council SENDCo Network through the Early Years provision. There are SENDCos at each stage within school, i.e. EYFS, Prep and Senior School.

The Headmaster has responsibility for the day to day management of all aspects of the school's work including provision for children with LSN and SEND. The Headmaster works closely with the SENDCo and keeps the Governing Body fully informed of LSN and SEND issues.

Each department should have a section in their Departmental Handbook relating to LSN and SEND provision. This should include information about marking and about differentiation so that there is evidence of the following (as appropriate):

- Differentiation by input.
- Differentiation by outcome.
- Differentiation by rate of progress.
- Differentiation of homework tasks.

It is the responsibility of Heads of Department, under the guidance of the Director of Studies to ensure that new staff are informed about the overall school policy regarding pupils with LSN and SEND as part of the induction programme.

The class and subject teachers have a responsibility to be aware of which pupils in their classes have SEND or LSN and to teach them appropriately. They should be aware of and teach with regard to the contents of PPs where appropriate. This information is available from Learning Support. Observations of pupils with LSN or 'of concern' are carried out as and when necessary. Teaching and learning observations take place through the Professional Development Programme. INSET sessions are delivered to improve teachers' understanding of SEND and LSN and offer guidance on strategies to aid differentiation in subject settings.

Teaching assistants will support students on a 1:1 or small group basis according to the deployment of the SENDCo and class teacher in accordance with the needs of the pupil and teaching contract.

5 Process for Identification and Provision for SEND and LSN

Tier 1 – Universal Support

High quality teaching is our first step in responding to students who have a learning difficulty. We refer to this as Tier 1 – universal support. If teaching and learning and the curriculum are inclusive, many students with a learning difficulty will make at least expected progress attainment without additional support. Progress is assessed and monitored through half termly and termly reports; if this process identifies a student isn't making expected progress then -

Students requiring Tier 1 intervention are referred to the SENDCo who:

- Registers the pupil as having LSN
- Liaises with relevant teacher and, when relevant, the head of subjects to collate information about the student's LSN and agree support strategies
- Records this information on ISAMs
- Records advice and guidance regarding strategies to meet the student's additional needs on ISAMs

Tier 2 – Targeted Support

If a student is not making at least expected progress with Tier 1 – Universal Support, Tier 2 – Targeted Support is put in place to develop their skills in their area of difficulty and fast-track progress. These students have additional needs which cannot be met through high quality teaching and learning alone.

Students requiring Tier 2 intervention are referred to the SENDCo who:

- Carries in-class observation
- Registers the pupil as having LSN
- Liaises with relevant teacher and, where relevant, the head of subjects to collate information about the student's SEND or LSN
- Records this information on ISAMs
- Records advice and guidance regarding strategies to meet the student's additional needs on ISAMs and complete the Pupil Passport. Teachers and classroom support staff are responsible for familiarising themselves with this information and adapting their teaching/support strategies accordingly.

If students require Tier 2 intervention e.g. Numeracy and/or Literacy then this will trigger a parent/carer contact to discuss the level of need, planned support and any additional cost.

Tier 2 provision is reviewed on a termly basis by the SENDCo, relevant staff, the student and parent/carers.

Tier 2 interventions include:

- Focused Teaching Assistant (T/A) support
- 1:1 or small group Literacy/Numeracy intervention
- 1:1 or small group social/emotional development

Tier 2 might trigger Local Authority support, possibly leading to an Education Health Care Assessment Report (EHCAR) and Education Health Care Plan (EHCP).

Tier 3 – Specialist Support (internal and/or external)

If a student is not making at least good progress with Tier 2 – Targeted Support, Tier 3 – Specialist Support is put in place to develop their skills in their area of difficulty and fast-track progress. The student may also continue to access Tier 2 provision.

Students requiring Tier 3 intervention are referred to the SENDCo who:

- Registers the pupil as having LSN
- Liaises with relevant teacher and, where relevant, the head of subjects to collate information about the student's SEND or LSN
- Contacts parents/carers to discuss and seek consent for referral to specialist support for assessment, advice, support or signposting
- Refers the student to the relevant internal or external specialist or agency for assessment, advice, support or signposting
- Records this information on ISAMs
- Records advice and guidance regarding strategies to meet the student's additional needs on ISAMs and complete the Pupil Passport. Teachers/classroom staff are responsible for familiarising themselves with this information and adapting their teaching/support strategies accordingly.

Tier 3 interventions include:

- Mental Health support e.g. counselling or therapy
- Inclusive Education Service e.g. Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy and Occupational Therapy Service
- Pervasive Developmental Disorder support and awareness e.g. Autism or Attention Deficit Disorder
- Local Authority support via Education Health and Care Plan for possible additional funding
- External specialist teaching provision

Identification and Triggers

Pupils can be identified by the following methods:

- Identification prior to school admission – information from previous school/setting
- Concerns raised by parents/carers
- Self-referral by pupils
- Attendance level e.g. significant unexplained drop
- Concerns raised by staff (teaching and support staff) through general observation including class work and regular assessment
- Weekly whole school pupil review meeting
- Pupils identified by standardised baseline assessments completed by subject staff
- External formal assessments from Educational Psychologists or other Professional Services, e.g. CAMHS, Speech and Language Therapists, GPs and GP referrals.

Pupils raised as a concern are initially seen by the SENDCo and might be referred for further assessment. Provision plans are made based on assessment outcomes and discussion with relevant staff and parents and the pupil involved. Pupils are placed on the SEND and LSN list if appropriate after assessment by SENDCo and/or external professionals. The list is reviewed termly and pupils may be added or removed as appropriate.

Provision may consist of:

- In class support in certain subjects
- Individual or small group support sessions (sometimes in place of a timetabled subject)
- Booster clubs for reading or Maths
- Drop in support sessions as required (senior School)
- Differentiated teaching by subject staff
- Differentiated curriculum through pupils dropping certain subjects
- Pupils may be placed within a different year group from their chronological age if appropriate
- A buddy/mentor system may be arranged with an older pupil as appropriate
- Full time Learning Support Assistant may be attached to a pupil if needs are significant enough
- If needs cannot be met within school then referral to external agencies, e.g. CAMHS, GP, SALT, etc. are advised as appropriate. External costs are met at parents' expense or via NHS/Local Authority provision depending on the route taken.

There are costs attached to some levels of provision.

Reviewing Provision

Parents/carers are able to contact SENDCo staff at any time to arrange meetings, discuss issues over the phone, contact by email. Parent's evenings are held annually. Staff complete twice yearly detailed reports and if a pupil has a PP this is reviewed and updated annually. Pupils are involved in setting their own targets with LS staff.

If external agencies are involved, school will request regular updates to ensure collaboration.

For pupils with an EHC Plan, reviews may be more frequent depending upon need.

Exit Strategy

Regular reassessment of achievement levels takes place as part of Learning Support provision. Where a pupil has reached their age appropriate level in the area of concern, then a discussion will take place with teaching staff. If staff are in agreement that the pupil no longer needs the level of support, discussions with parents/carers and pupil will take place and a decision will be made.

Where a pupil has exited the Learning Support provision they will continue to be monitored by all staff and they can return at any time.

In Year 9 pupils may choose to continue with regular learning support sessions throughout Years 10 and 11. This is discussed with parents/carers and recommendations are made on the basis of need. If a pupil chooses not to continue with regular timetabled sessions they may access Support on a drop-in basis which can be arranged with staff.

School Admission Arrangements

If a potential pupil is identified with SEND or LSN prior to entry, relevant information is sent to the Learning Support Department by the Registrar. The level of need is then clarified along with the required level of provision. In some cases further observation or assessment may be necessary to decide whether sufficient provision can be made within the school. In these cases the SENDCo would liaise with the Headmaster to confirm the school's ability to meet the pupil's needs. If it is not possible to make sufficient provision within the school the Headmaster will advise the parents/carers as appropriate.

Exam Access Arrangements

A range of exam access arrangements is available within the school from the Prep School upwards, depending on need. These may include:

- Additional time.
- A reader/reading pen.
- A scribe.
- Use of a word processor.
- Voice activated software.
- Rest breaks.
- Separate room.
- Exam printed on coloured paper.
- Enlarged or modified papers.
- Coloured overlay use.

Up to Year 10 pupils requiring the above arrangements are identified through Learning Support assessment and feedback from teachers. In Year 10 and above JCQ (Joint Council for Qualifications) regulations are followed for identification at GCSE level and IBO (International Baccalaureate Organization) regulations are followed at IB. Assessments for these can be carried out internally by the SENDCos or by external assessors.

Transitions

Year 6 to Year 7

Senior teaching staff are made aware of the SEND and LSN of pupils transferring from Prep/Junior Schools prior to them joining the Senior School. The Head of Year 7 and Transition is given more detailed information where necessary.

Year 11 to Sixth Form

When pupils continue into our own Sixth Form the process is ongoing in terms of staff awareness of pupil need. A review meeting/discussion is held with the pupil early in the academic year to discuss support arrangements.

Where pupils transfer to another provider we pass on relevant documentation regarding support needs as requested.

Sixth Form to Higher Education

Where pupils leave to join Higher Education we pass on relevant documentation regarding support needs as requested. We also provide information and advice on the application process for DSA (Disabled Students' Allowance).

6 Supporting Pupils with Medical Conditions

Children with existing medical conditions are assessed prior to entry to ensure that the College can meet their needs. Decisions are taken about admission in liaison with the Headmaster and medical staff taking due note of medical advice from a child's GP or consultant.

Pupils who have a medical condition that may affect their learning are included in the SEND and LSN List. The school recognises that pupils with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may require support within class. The SEND and LSN list ensures that all staff are aware of these issues and make appropriate provision. This may include special arrangements for tests and exams.

The Headmaster is the person responsible for ensuring that appropriate medical provision or support is put in place.

7 Monitoring and Evaluation of SEND

A graduated approach (the tier system) implemented by the SENDCo, Teachers and Learning Support team will be informed by an Assess, Plan, Do, Review cycle focusing on barriers to learning. The four SEND categories (below) will be used in identifying need (assess), intervention (plan/do) and expected outcomes (review):

- Cognition & learning
- Communication and Interaction
- Social, Emotional & Mental Health
- Sensory & Physical

The SENDCo meets with the Headmaster as required, and department meetings take place weekly (Senior and Prep School) and with the Early Years SENDCo (termly). These meetings allow us to review our practice on a continual basis.

8 Training and Resources

Staff within the Learning Support Department are subject to the school's Professional Development Plan (PDP), an annual process which includes lesson observation, target setting and review. Staff attend regular appropriate CPD courses and meetings relevant to SEND.

The Learning Support Department receives an annual budget for resources such as assessment materials, learning resources and equipment. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is identified and planned for through the PDP process.

The School's SENDCos regularly attend training in order to keep up to date with local and national updates on SEND.

9 Roles and Responsibilities

There is an Education and Welfare Committee within the governing body which oversees the educational provision of the school including SEN. The Senior School SENDCo is the line manager for the Learning Support Assistants within the school. The Designated Safeguarding Leads are Tim Cashell (Senior School) and Chris Barker (Prep School). Deputy Designated Safeguarding Officers are Julie Walsh (Senior School) and Caroline Brown (Prep School).

10 Storing and Managing Information

Current SEND pupil records are stored in lockable filing cabinets in both Prep and Senior departments. Archived information is stored within a designated archive area (locked room, restricted access) and is stored until the pupil has reached the age of 25 before being destroyed.

11 Accessibility

The School has an Accessibility Plan – see separate Policy.

12 Complaints

The School has a Complaints Policy – see separate Policy.

13 Bullying

The School has an Anti-Bullying Policy – see separate Policy.

Policy Prepared by:

Andrea Cashell
Head of Learning Support

Person Responsible for Updates	Date Last Reviewed	Next Review Due
Andrea Cashell	January 2022	January 2023