St George's College
WEYBRIDGE

LEARNING SUPPORT & SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Mission Statement

We are an independent Roman Catholic selective co-educational College and we seek to inspire a love of learning and to encourage all to fulfil their aspirations and potential within an atmosphere of mutual respect and compassion. We strive to promote our Josephite tradition which encourages a strong sense of all belonging to one family which encompasses the wider world.

At St. George's College high quality teaching, appropriately differentiated for individual students, is seen as the first step in responding to possible additional learning needs (ALN) and special educational needs and/or disability (SEND). Students may have ALN or SEND throughout, or at any time during, their school career. It is important that teachers have the confidence and competence to meet the needs of all students. All teachers are expected to have an understanding of the additional learning needs of students in their classes and be able to employ appropriate supporting strategies. This understanding and competence will enable students to participate effectively in all curriculum areas and assessment activities, in addition to the broader aspects of college life.

St. George's College will have due regard to the Children and Families Act 2014, SEN and Disability Code of Practice 0-25 years 2015 and the Equality Act 2010 when carrying out their duties towards all students with identified SEND. The College will use its 'best endeavours' to ensure that that there is no discrimination against SEND students, whilst taking into consideration health and safety implications, the constraints of the resources, expertise available and the College buildings and site.

SEND Objectives

- To communicate effectively with appropriate staff, the needs of students with ALN/SEND,
- To promote high expectations for all students enabling every student to experience success and achievement,
- To support students with ALN/SEND to develop confidence and self-esteem and to recognise the value of their own contributions to learning,
- To encourage students to enjoy and be fully involved in their own learning,

- To involve parents in a structured and systematic way to shape the support their child receives,
- To ensure that parents are kept fully informed and are engaged in effective communication about their child's ALN/SEND,
- To be transparent about what the school can provide,
- To liaise with feeder schools to identify future students with ALN/SEND as early as possible,
- To make clear the expectations of all partners in the process and provision of Learning Support and specialist provision.

Special Educational Needs and Disabilities (SEND) Definition

A child or young person has special educational needs if they have a significant learning difficulty and / or disability (SEND) which calls for special educational provision (SEP) to be made for him or her.

The term disabled is appropriate when describing a student with: physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

A young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age.

or

Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

The categories of SEN are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/ or physical needs

Admissions

- Children with ALN/SEND are given equal priority on admission to the College if they satisfy the College's entrance criteria.
- St. George's College is non-discriminatory towards applicants. All reasonable steps are taken to ensure that our Entrance Examination is accessible to all candidates regarding ALN/SEND.

Specialist Provision

The Learning Support department is staffed by specialist teachers to provide for students with additional learning needs:

SENCO – Rachael Kippin

Exam Access Arrangements and Specialist teacher - Clare Hickford

Higher Level Teaching Assistant for Literacy (HLTA) p/t - Denise Harris

Higher Level Teaching Assistant for Numeracy (HLTA) p/t – Emma Madakbas

Learning Support Administrative assistant p/t Samantha Crossby

Identification, Assessment and Review for students with ALN/SEND

Provision for students with ALN/SEND is the responsibility of all members of staff. Every teacher is asked to anticipate individual learning needs and help overcome barriers to learning.

Early identification of students with ALN/SEND is essential if progress is to be maintained. Parents should inform St George's College of any concerns. Students can mask difficulties, particularly prior to secondary education.

Literacy screening tests take place within the first two terms for all first and third years. This helps teaching staff identify any barriers to learning and provides the right support to help each student progress. Comparisons are made between reading test results and base line assessments. A small number of students may require a further assessment to identify whether they have underlying additional learning needs that have not been previously identified and require additional or different support to that given in the classroom. Following further assessment, parents are contacted to discuss results and recommendations.

Graduated Response

The majority of students will have their needs met through quality first teaching and appropriate differentiation.

We use the graduated response approach, in line with the SEND and disability code of practice: 0-25 guidance (SEND 2015)

- Students are given strategies based on assessments /support.
- Teachers are advised of strategies they may use in the class to support the student.
- Where possible and/or appropriate, a student may be supported in class by one of the HLTAs.
- Where appropriate, a student may be offered support with lessons provided by our specialist teacher or HLTAs.
- A student may be invited to attend subject surgeries run by academic departments.
- A student may be invited to attend a small booster group which would be reviewed termly.
- Parents could be encouraged to support their child with specific tasks at home.

- In consultation with parents, further advice and/or support may be sought from external agencies.
- In cases of very significant need, in liaison with SLT and the HoY, some students are identified as being eligible for a slightly reduced GCSE curriculum; taking 9 instead of 10 GCSES. In the time freed up they attend a support option run by the HLTAs.

A student's progress following referral will be monitored. Any additional support will also be evaluated as part of the Plan-Do-Review cycle. Targeted advice and support is given to students and teachers both in and out of the classroom. Students are guided to develop their understanding of their preferred learning style, strengths and weaknesses and develop strategies to meet their individual learning needs. This is recorded on their One Page Profile.

Whole School Monitoring

The progress made by all students is regularly monitored and reviewed through whole school tracking at fixed points in the year. Teaching staff use a variety of data to identify students and may trigger a *cause for concern* to the Learning Support department. Following a referral of a concern the Learning Support Department will work with relevant staff to ensure students who may need additional or different support have those needs addressed (see graduated response details above).

Individual risk assessments and management strategies will be provided for disabled students engaged in school trips or visits.

Exam Access Arrangements (*also see separate EAA policy)*

Some students with SEND or ALN require reasonable adjustments in order to remove barriers when completing exams. These adjustments are known as Exam Access Arrangements (EAA). In order to have EAA for exams, students must meet the annually revised criteria for access arrangements supplied by the Joint Qualifications Council (JCQ). These regulations require that the school is satisfied that there is a sufficient *picture of need* for the adjustments and that the adjustments have become the student's 'normal way of working' in internal school assessments prior to applying for them to be approved by the exam boards*. It is important to note that JCQ now requires schools to evidence the trial of rest breaks before extra time is considered.*

We use the literacy screening of our First (Yr7) and Third Years (Yr9), internal tracking data and the ALN register to help us identify where these adjustments may be required and begin the build the required *picture of need*. In addition to this, if a teacher raises a *cause for concern* with the Learning Support Department, the SENCO and Specialist teacher will gather feedback from a student's teachers and consider whether EAA assessment may be necessary. If appropriate, Access Arrangements will be trialled and reviewed to see if they remove the barrier/s faced by the student. If using an EAA becomes a student's *normal way of working* then our specialist teacher will seek to approve the arrangements with the exam boards.

Our SENCO and Specialist teacher work closely with the Exams Officer and invigilation team to ensure that all EAA are appropriately applied to the exams in line with the published regulations.

Learning Support Lessons

Additional Learning Support lessons are available to students with ALN/SEND should SGC recognise the necessity, based on students' current performance in relation to their potential and/or based on their Social, Emotional, Mental Health. Students will be assessed as to their individual needs and how they can best be supported. Support is monitored and reviewed by informal and formal assessment to ensure progress. Parents and students will be involved in the review process. The Learning Support Teacher is available for meetings with parents and may also attend parents' evening.

There are instances where parents will be charged for additional support sessions. Where this is the case, it will form part of the discussions between the SENCO, the Deputy Head Academic and the parents.

This provision is always subject to the relative availability of the relevant staff.

SEMH

Students who are identified by staff as having a Social, Emotional or Mental Health concern are supported within school according to need, overseen by the Mental Health Lead.

The Mental Health Lead, Pastoral, SEND and Health Teams work collaboratively to ensure that each student is supported holistically.

The SEMH Referral flow chart outlines how students with SEMH needs are identified and the process of referral that is followed: SEMH Referral flow chart

The SEMH provision map gives a clear outline of the broad levels of need that students fall into and what our response should be: SEMH Provision Map

Where a student has SEMH needs pertinent to teaching and learning, this can be found on SEND register.

Most SEMH information is logged on CPOMS as the most suitable repository for the issues that arise.

Mental Health Lead – Melissa Glanville

School Counsellor – Erica Nunan

Students with EHCPs.

Students will be given opportunities to participate in decision making regarding their support. The support will focus on personal goals and aspirations and the support required to secure these outcomes.

Students with an EHCP will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing a review will be provided for the LEA, which will consider whether to maintain, amend or cease the plan.

The LEA is invited to attend Transition Reviews of Year 9, 11 and 13. This supports a smooth transition between key stages and beyond.

The College will liaise with the receiving school when a student with ALN/SEND is due to transfer and will forward to them as early as possible all relevant information to enable effective transfer.

Partnership with Parents

St. George's College believes in developing a strong partnership with parents enabling students with ALN/SEND to achieve their potential. The College recognises that parents have a unique overview of the child's needs and how best to support them, and this gives them a key role in the partnership. Regular communication with the SENCO is encouraged, along with teaching staff who provide feedback on assessment and support strategies.

Training and Development of all staff with regard to ALN/SEND

The SENCO will liaise with SLT to ensure that all staff are kept fully informed of relevant ALN/SEND issues and procedures in the College.

Key information on students' additional learning needs and supporting students with ALN/SEND is accessible to staff within 'shared academic directories.' Induction support will be given to ECTs, student teachers and other new members of staff.

Governing Body

Governor with special interest for SEND: Mr Christopher Muller

The effectiveness of ALN/SEND provision will be reported to the Governors.

The Governing Body's responsibilities to students with ALN/SEND include;

- Ensuring that provision of a high standard is made for ALN/SEND students
- Ensuring that ALN/SEND students are fully involved in school activities
- Ensuring that requisite resources are available for the special educational provision called for by a student's SEND;
- Being aware of key requirements for children with SEND as set out in: The Children and Families Act 2014, SEND Code of Practice 2015 and the Equality Act 2010;
- Be fully involved in developing and subsequently reviewing Learning Support Provision

Liaison

The SENCO and Learning Support Department works closely with external agencies to meet the needs of the students; assisting in identifying, assessment and provision. This could include: Educational Psychologists; Physical & Sensory Support Service; Speech & Language Therapists; Occupational Therapists; Specialist Teachers; Local Education Authority Special Needs Service. The College now works alongside the Kilby Clinic to support students who may need to explore a potential diagnosis.

Success Criteria/Evaluating

The success of this policy is judged against the objectives set out above. In evaluating the success of this policy the College will consider the views of: Teachers, Parents, Students and External Professionals.

This policy should be displayed in:

SGC Policy and Procedure Index	www.stgeorgesweybridge.com