



Special Education Needs Policy

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CONCORD COLLEGE

SPECIAL EDUCATION NEEDS POLICY

Introduction and objectives

The college values the abilities and achievements of all its pupils and is committed to a) discovering and providing the best learning conditions for each pupil b) promoting development in understanding and social maturity alongside others; c) enabling all pupils to reach their full potential.

All children have the same entitlement to a broad, balanced and relevant curriculum and we are committed to making this accessible to all our pupils through varied teaching methods, flexible timetabling and individual support, where possible.

Where children are of different physical abilities we endeavour to integrate them as much as is possible at meal times, recreation times and generally within the wider life at Concord.

Support which is deemed necessary, over and above what can be provided directly by the class teacher, will be made available wherever possible. This support will be allocated following initial assessment and termly monitoring or as a result of the concern of parents, students or teachers. The cost of assessment by a specialist assessor is normally paid for by the parents and any further additional help that cannot be provided easily within the college may also be invoiced to the parents (subject to agreement and at the principal's discretion).

The views of the child will be sought so that they take part in decisions about their education, and we are able to plan appropriate action with them.

Identification

We recognise the need to identify children who are showing signs of difficulty with any aspect of their life at school as early as possible.

This will be done in the following ways:

1. Assessing the pupil's achievement in the entry tests and the CAT tests, especially looking at a marked disparity in one of the three/four scores, (although the proportionately lower Verbal scores of many of our EAL students have to be factored in to their profiles).
2. For students with an EHCP, provision will meet the recommendations on the plan.
3. Carrying out Screening Assessment for all pupils in Forms 3 and 4. This is followed up through a meeting with the Specialist Assessor, Head of Lower School, SENCO, Year Heads and Head of EAL.
4. Liaising with feeder schools if a pupil has been previously identified as having special needs. This information can provide starting points for the development of an appropriate curriculum for the pupil.
5. Looking at work samples, observations and assessments of attainment in core curriculum areas such as English, Maths and Science.
6. Discussing pupils' progress and those who are giving cause for concern at a Heads of Department meeting or with the SENCO directly who will liaise with Heads of Department, Vice Principal Academic (VPA) Vice Principal Pastoral (VPP).
7. Through emails from tutors or subject teachers, indicating that a particular student is not making the progress expected compared to their peers. Monitoring and possible assessment will follow.

Monitoring and Provision within the Curriculum

When a child is first identified as performing less well than his/her peers, class teachers will monitor their expectations of the child and also monitor the work being asked of the child to ensure it is realistic and matches the child's needs. After this;

- The class teacher will ensure that lesson planning is appropriate for all their students.
- A variety of approaches will be employed to maximise the achievement of all pupils.
- Weekly statistical data of tutees is sent to all Form Tutors; data for students on the SEN register is sent to the SENCO.
- Fortnightly SOC (Student Oversight Committee) meetings are held with the Principal, VPA, VPP, SENCO, Heads of Department, Heads of House and to discuss students giving concern and set targets.
- Separately, where there are concerns regarding the progress of Lower School students, meetings are held with the Head of Lower School, Heads of Year, tutors, teachers and nursing staff to discuss how best to support the student.
- Similarly, Upper School pupils may be referred by their Head of House for an ASP (Academic Support Programme) which involves weekly meetings between the student and the HoH/AHoH
- Heads of Departments, the VPA and the SENCO will be asked for advice on possible teaching strategies and will identify short-term targets and monitor and review the child's progress.
- Pupils will be made aware of what is expected of them, with clear targets set. This may take the form of discussions with the Head of Lower School, VPA or SENCO, in the first few weeks of the school year with or without the parents present, as appropriate.
- There will be a sharing of best-practice and effective teaching strategies both within departments and across the school through INSET sessions and departmental meetings.

The Provision of Further Support.

Should it become clear that, despite the above steps, the pupil continues to make significantly less progress than their peers, the SENCO will liaise with either the VPA or the Head of Lower School to decide whether it is necessary for students to receive further support. Heads of Year (Lower School), and Heads of House (Upper School) may also be involved in follow-up support programmes.

This may include the following:

- If appropriate, liaison with parents to discuss arranging an up to date detailed assessment of the pupil's needs, either by the SENCO or, if necessary, a Specialist Assessor.
- The SENCO will collect relevant information from teachers and produce a Pupil Profile for the pupil identifying key areas of concern relevant to the child, short-term targets and possible teaching strategies (see section on Pupil Profiles)
- The provision of rest breaks and/or extra time in tests
- Any other provision identified in the educational psychologist's assessment eg reading rulers, fidget bands

In addition to the above, it may be deemed necessary to provide:

- A reduced or modified timetable allowing pupils to focus on key curriculum areas or to receive additional support.
- One-to-one support from either the subject teacher outside normal lesson time or in the form of in-class support/additional out-of-class support from subject clinics and/or mentors or the SENCO.
- Liaison with appropriate external bodies such as Merulae or Bee U-CAMHS.

Statutory Assessment

Should the support offered by the school not be sufficient to enable the pupil to make adequate progress, it may be necessary, in consultation with parents and any other external agencies involved to make a request for statutory assessment. Generally, other agencies including the child's parents are encouraged to request this assessment. Contact is made with the Shropshire LEA educational psychologist. However as most of Concord's parents are not resident in Shropshire, assistance is usually found via a private referral.

Early intervention with children new to the school

It is important that children causing concern be identified and documented as quickly as possible. There is no need to work through the earlier stages with children experiencing severe difficulties who are new to the school or who have experienced some trauma in their lives that has caused their needs to change. Colleagues are asked to raise any concerns immediately with the Head of Lower School, VPA or SENCO.

Records

Any documentation pertaining to a child's needs, including documentation relating to those pupils with Special Needs is kept in the SENCO Office or the Examinations Office. In addition, any child who has received support or attention from an outside agency will have a confidential file. Copies of Diagnostic Assessments are kept on the Special Needs folder and in the SEN section of the individual student profiles on SIMS to enable extra time to be awarded by external exam boards.

Pupil Profiles/IEPs

These aim to identify key areas of concern relevant to the pupil and to specify short-term targets for the child. They are produced by the SENCO after consultation with other members of staff over areas of concern and effective teaching strategies or based on the findings of an Educational Psychologist's report. Pupil Profiles will be distributed to teachers' pigeonholes and are available on the Teacher's Y Drive: Special Needs and on SIMS. All members of staff will be regularly informed of updates or changes to Pupil Profiles, which are available on the SIMS database for all to see.

Monitoring the effectiveness of the policy

- 1 The work of each child in the school will be monitored termly.
- 2 The parents will be consulted regularly.
- 3 Plans to address the students' needs should be monitored.

This may be carried out by the Head of Lower School, VPA and SENCO during their regular meetings.

Evaluation

The evaluation will take place annually in the summer term. This evaluation will report on progress made by students during the year and should enlighten future planning.