

St. George's College

Special Educational Needs and Disability Policy (SEND)- Academic Support

Mission Statement

We are an independent Roman Catholic co-educational school which welcomes those of other Christian traditions allowing all to develop their ethical, spiritual and moral values. 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.

St. George's College provides a broad and balanced curriculum for all students. Every teacher is a teacher of all children. High quality teaching, appropriately differentiated for individual pupils, is seen as the first step in responding to possible special educational needs. Students may have Special Educational Needs (SEN) or Learning Difficulties or Disabilities (LDD) 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. Firstly all teachers are expected to have an understanding of the learning needs of students in their classes with specific learning difficulties. This understanding and competence will enable students to participate effectively in all curriculum areas and assessment activities, in addition to the broader aspects of school life.

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

Aims and Objectives

- To create an effective and safe learning environment that meets the needs of each student
- To maintain high expectations for all students
- To enable every student to experience success and attainment
- To encourage students 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 SEN/LDD
- To be transparent about what the school can provide

- To liaise with feeder schools to identify future students with SEN/LDD as early as possible
- To make clear the expectations of all partners in the process and provision of academic support and specialist provision
- To ensure that no student's education and progress is impaired by the behaviour of another student

Roles and Responsibilities

Provision for students with SEN/LDD is the responsibility of all members of staff. Every teacher is asked to anticipate individual learning needs and help overcome barriers to learning. Additional intervention and specialist provision reflects good classroom teaching; support is focused on individual need and personal outcomes rather than classifications.

The Academic Support teacher (Jacqui Davies- PGDip.SpLD ,AMBDA) is responsible for the day to day operation of the Academic Support policy.

The main duties are:

- Overseeing the day to day operation of the College's SEND/Academic Support policy
- Liaising with parents of children with SEN/LDD
- Maintain and publish Academic Support Information Lists and student Profiles
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Coordinating provision for students with SEN/LDD
- Assessment for indications of specific learning difficulties & access arrangements
- Monitoring and evaluating academic support provision: in-class and withdrawn
- Evaluating progress of SEN/LDD students against predictions of academic achievement
- Writing and reviewing Individual Academic Support Reports
- Organising and administering Annual Reviews
- Overseeing the records on all students with SEN/LDD
- Ensuring that access arrangements are in place for internal and external exams
- Contributing to the in-service training of staff
- Liaising with SEN/LDD Governor
- Liaising with external agencies

Arrangements for co-ordination of SEN/LDD Provision

Special educational needs (SEND)

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

Disabled person definition- 'Physical or mental impairment which has a substantial and long term adverse effect on ability to carry out normal day to day activities.'

Educational Inclusion

At the College we respect the fact that students:

- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching approaches/strategies to engage and support

Teachers respond to a student's individual needs by:

- Providing differentiated learning opportunities
- Quality planning for a student's full participation in learning, and in physical and practical activities
- Demonstrating an awareness of the physical, social and intellectual development of students

The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation.

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

Cause for Concern- Early intervention increases the chance of a positive outcome for students.

An expression of a 'cause for concern' can be initiated by a student, parents, teachers or an outside agency. Teachers are encouraged to be proactive in communicating with the Academic Support Department if they identify individual students whose learning progress is a 'cause for concern.'

Within College a 'Cause for Concern' form should be completed detailing concerns and provision made so far. The Academic Support teacher will arrange for a consultation and an initial assessment to be made. Based upon this assessment, one of a number of possible outcomes will result which are linked to a graduated response to meeting individual needs.

Graduated Response

- Students are given strategies based on assessments /support.
- Teachers are advised of strategies they may use in the class to support the student
- Additional support through in-class support provided by the academic support department
- Academic support lessons provided by the specialist teacher
- In consultation with parents, further advice may be sought from external Agencies

A student's progress will be monitored and the effectiveness of the support evaluated. 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 learning style, strengths and weaknesses and develop strategies to meet their individual learning needs.

Specialist Provision

The Academic Support department has specialist provision for students with specific learning difficulties.

Department:-

Specialist Teacher- Jacqui Davies

Academic Support Assistant- Lucy Thomas

Two Learning Support Assistants (LSAs) supporting students with EHC Plans

The Academic Support Department has specialist resources to support the learning of students with a range of specific learning difficulties. Students with diagnoses of dyslexia, dyspraxia, autistic spectrum and ADHD are currently provided for. The department liaises with external agencies to provide additional expertise to students.

Academic Support Lessons

Academic Support lessons are offered to students who need additional or different support. Students will be assessed as to their individual needs and how they can best be supported. Students are actively involved in the decision making process of where to target support. Targets are created together which reflect the individual needs of the student. Support is monitored and reviewed twice a year by informal and formal assessment to ensure progress. Parents and students will be invited to take part in the review and the target setting progress. These meetings will take place in September and January. There is an additional cost for these lessons.

Identification, Assessment and Review for students with SEN/LDD

Early identification of students with SEN/LDD is a priority. The Academic Support teacher will work with the admissions office, pastoral team and feeder schools to identify future students with SEN/LDD prior to entry. Full disclosure is requested from parents if their child has been professionally assessed regarding learning difficulties/disabilities.

Screening for literacy difficulties for whole year groups takes place in September in Year 1 and Year 3. This helps teachers to spot quickly and accurately any barriers to learning and provides the right support to help each student progress. The screening incorporates a reading assessment and spelling test. Comparisons are made between reading test results and MidYIS results. Students are identified who need additional support in English lessons to address their needs and whose progress needs to be monitored. A small number of students may require further assessment to identify those students who have an underlying specific learning difficulty that requires additional or different support to that given in the classroom. Following further assessment parents are invited into College to discuss results and recommendations.

The progress made by all students is regularly monitored and reviewed. Teaching staff use a variety of data, as laid out in the College's Assessment Policy, to identify students who may trigger a 'cause for concern.' The Academic Support teacher will work with all staff to ensure students who may need additional or different support have those needs addressed. The progress of students on the Academic Support Lists is monitored using individual assessments and predictive data.

The College works in partnership with parents listening to their views when assessing and meeting the needs of students with SEN/LDD.

Students with Education Health and Care (EHC) Plans

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 EHC Plan will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LEA, which will consider whether to maintain, amend or cease the EHC Plan.

Following the Annual Review in Year 3 and subsequent reviews until the young person leaves school, a Transition Plan will be drawn up. This will be done in consultation with the Pathways Team (SEND).

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

Training and Development of all staff with regard to SEND

The Academic Support teacher will liaise with management to ensure that all staff are fully informed of relevant SEN/LDD issues and procedures in the College. Key information on students' learning needs and supporting students with SEN/LDD is accessible to staff within 'shared academic directories.' Induction support will be given to NQTs, student teachers and other new members of staff.

Partnership with Parents

St. George's College believes in developing a strong partnership with parents enabling students with SEN/LDD 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 meetings are organised to address concerns, provide feedback on assessment and Academic Support lessons.

Governing Body

Governor with special interest for SEND: - Father William Muir

The effectiveness of SEN/LDD provision will be reported to the Governors.
The Governing Body's responsibilities to students with SEN/LDD include;

- Ensure that provision of a high standard is made for SEN/LDD students
- Ensure that SEN/LDD students are fully involved in school activities
- Use their "best endeavours" to make the special educational provision called for by a student's SEND within the resources available
- Use their "best endeavours" to the Children and Families Act 2014, SEND Code of Practice 2014 and the Equality Act 2010 when carrying out their duties towards all students with identified SEN/LDD.
- Be fully involved in developing and subsequently reviewing Academic Support Provision
- Report to parents on the school's Academic Support Policy

Liaison

- A SENCO cluster group has been established to share expertise.
- The Academic Support teacher works closely with external agencies to meet the needs of the student; assisting in identifying, assessment and provision.
- Educational Psychologists
- Physical & Sensory Support Service
- Speech & Language Therapists
- Occupational Therapists
- Specialist Teachers
- Pathways Team (SEND)- careers advice

- Surrey Local Education Authority Special Needs Service

Admissions

- Children with SEN/LDD 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 with a physical, sensory or learning disability and those with Special Educational Needs. All reasonable steps are taken to ensure that our Entrance Examination is accessible to all candidates.

Success Criteria/Evaluating

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

Complaints Procedures

Parents with children with an EHC plan may seek advice on resolving disagreements with the College/LEA through an independent mediation service. College will make further information about this process available on request.

Jacqui Davies
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PGDip.SpLD (Dyslexia & Literacy),AMBDA

Reviewed – September 2014

Date for review: - On-going review due to changes being rolled out with new legislation