



The Governing Body for Carisbrooke College and Medina College

SEND policy

Author	Marie Greaves
Approved by	FGB
Initial approval date	
Last review	February 2019
Review frequency	Annual
Next review	February 2020



Carisbrooke College
Special Educational Needs and Disability
A Statement of Policy

SENDCo
Mrs M Greaves - National Award for SEN
Marie.greaves @carisbrooke.iow.sch.uk

SEND Governor
Mrs T Harris

Carisbrooke College Local offer can be found on the colleges' website.

Aims

Through implementing this policy, it is the intention that:

- all students are of equal value and share the same entitlements of access to a broad and balanced curriculum;
- all students are encouraged to achieve their potential and work towards being healthy, safe, positive contributors and achieve economic well-being as adults;
- all students complete their compulsory Education;
- all students with the ability to do so sit public examinations and achieve some passes;
- all students who have the ability to have a reading age of at least 11 years at the end of Key Stage 3; being addressed by the Federation Lead for English and SENDCo.
- parents, staff and the students themselves are fully involved in monitoring progress and setting targets for improvement;
- we continue to improve the ability of all staff to cater for the needs of each of the students with whom they work.

The following key points are:

- 1 The Governing Body endeavors to ensure that Carisbrooke College makes the best possible provision for all its students, including those with special educational needs.
- 2 Carisbrooke College admissions policy is entirely non-selective; pupils and students with a wide range of abilities and special educational needs and disabilities are admitted unless there are extenuating circumstances.
- 3 In the majority of cases, students with special educational needs and disabilities follow the full Carisbrooke College and National Curriculum.

- 4 All teachers have students with special educational needs and disabilities in their classes. Effective and appropriate teaching of these students is underpinned by support from colleagues, experienced and qualified in special educational needs and disabilities.
- 5 Carisbrooke College recognises the importance of adequate training for staff in order to implement this policy.
- 6 Information is drawn from all possible sources in order to identify and assess students with special educational needs and disabilities. Parents are actively encouraged to contribute to this.
- 7 The provision within Carisbrooke College day is flexible and capable of responding to individual needs. In addition, there are many short courses available: social skills; anger management and self-esteem groups and programmes to improve organisational skills, coordination and handwriting, in addition to the basic numeracy and literacy skills.
- 8 Every attempt is made to integrate students with special educational needs and disabilities within the whole Carisbrooke College community.
- 9 Students with educational and behavioural difficulties have a number of support avenues available to them. These include LSA support, Behaviour Intervention Support, Counselling Provision, Pastoral Support, support from relevant outside agencies when appropriate.
- 10 If places are available, all efforts will be made to reintegrate students to mainstream education and transfer them to the Carisbrooke College roll.
- 11 Where a parent is dissatisfied with Carisbrooke College's provision in response to their child's special needs and disabilities, they are encouraged to discuss the matter fully with the SENDCo in the first instance and at the earliest opportunity.

1 Introduction

The Governing Body endeavours to ensure that Carisbrooke College makes the best possible provision for all its students, including those with special educational needs and disabilities. Special arrangements and facilities, additional resources, staff training and support from external agencies will be provided where appropriate and, where budgetary and other constraints allow, providing for all students with SEND the same educational opportunities as are available to other pupils and students in the Carisbrooke College. The needs of the most able are also considered; this aspect of special educational needs and disabilities is dealt with elsewhere.

The Executive Headteacher and Chair of Governors oversee the implementation and development of the policy. Responsibility for coordinating the day-to-day provision for students with SEND rests with the SENDCo. In the case of pupils whose needs relate mainly to emotional or behavioural difficulties, this responsibility will initially be assumed by the appropriate Behaviour Manager.

The work of the SENDCo & SEND team along with the Heads of Year and the welfare team, implement this policy in providing for SEND students and is supervised by the Head of School.

As with all aspects of a student's education, great emphasis is placed upon the partnership between teachers and parents. Parents of students with SEND are consulted and informed on a regular basis about their child's progress. Parental involvement is welcomed at any time and the child's own views are also sought and considered.

2 Admissions

The Carisbrooke College admissions policy is entirely non-selective; all students with a range of abilities and special educational needs and disabilities are admitted unless there are extenuating circumstances.

3 Curriculum

In the majority of cases, students with SEND follow the full Carisbrooke College and National Curriculum. Dis-applications from aspects of the National Curriculum are considered on an individual basis. At Key Stage 4, a small number of SEND students follow a modified programme of study which comprises different courses. This allows them to concentrate on basic skills and to pursue a vocational programme.

Through an invitation only process, students at the college, identified as being vulnerable or are seen to be unable to successfully follow a full options package are offered the chance to take 3 options rather than 4 and participate in TEaMS (Targeted English and Maths Support). By having this option, this allows the students the flexibility of completing course work under the supervision of the SENDCo and HLTAs.

4 Staffing

a) SENDCo

The SENDCo & SEND team are responsible for liaising with subject departments and pastoral staff to ensure that Pupil profiles (Individual Education Plans) are regularly updated and reviewed, coordinating the arrangements for annual reviews of Statements, liaising with the Educational Psychologist and outside agencies, ensuring that parents of students with SEND are contacted regularly, coordinating training for all teaching and SEND support staff and, in consultation with senior staff, the deployment, management of teaching and support staff in departments.

b) Learning support staff

To meet the needs of students with numeracy and literacy related difficulties, they are taught within a small lower ability group. At times, when appropriate, SEND students are timetabled to work within the SEND department with HLTA or LSA support.

Learning Support Assistants are employed to help support pupils with Special Educational Needs and Disabilities. HLTAs provide intervention packages, in-class support, and supervision during breaks, lunchtimes, before and after the Carisbrooke College day and some individual or small group tuition, under the guidance of the SENDCo.

c) Pastoral staff

Heads of Year together with the Assistant Headteacher behaviour and SENDCo coordinate the monitoring of students with social, emotional and behavioural difficulties. Carisbrooke College provides talking/counselling opportunities, emotional support. The Cedar room devotes much of their time to dealing with students with emotional and behavioural difficulties. Carisbrooke College provides vital support for students who might otherwise find the environment of a very large College overwhelming, for students with particular emotional problems and for potentially disruptive pupils, who might otherwise have to be excluded from Carisbrooke College.

5 Staff training

Members of the SEND department are required to take part in regular training. Training is provided regularly and in particular each September for the whole Carisbrooke College staff who will be working with students with particular disabilities.

6 Identification and assessment of pupils with special educational needs

The SENDCo & HLTAs with identified LSAs visit the feeder Primary Schools prior to end of the KS2 transfer to gather information about SEND. Student's needs are discussed with their primary teachers and SENDCo's and written records are collected. Staff are also invited, by primary colleagues, to observe pupils in their primary school classrooms and to attend statement review and other meetings, prior to transfer. At these visits the SENDCo and HLTAs work with the teaching staff to create information relevant for the pupil profiles to enable the staff at the College to meet the needs of SEND students at the beginning of the Academic year.

Parents are actively encouraged to visit or telephone Carisbrooke College to discuss their child's special needs and disabilities in the year prior to transfer and once they join Carisbrooke College. Carisbrooke College offer an Open Evening where year 6 students and their parents come into Carisbrooke College to view the school; discussions about how the school can meet their child's needs are encouraged. In the summer term the SEND department under the direction of the SENDCo offer primary SEND students the chance to participate in a number of afternoon sessions to build confidence and familiarise themselves with staff and the Campus.

All Year 7 students and other students new to the Carisbrooke College are assessed through a series of standardised English, Maths CATs tests. Any further students who appear from this screening to have learning difficulties are then referred to the SEND department.

Following assessment, Pupil profiles are drawn up, in consultation with staff and parents.

Teachers, or parents, will also identify students who appear to be having ongoing difficulties in their lessons. These difficulties will be discussed with the SEND Department. It is the responsibility of the SENDCo to register appropriate cases for Early Intervention. Further investigation or review may mean that such students subsequently require a higher stage of support, or cease to require Early Intervention support.

7 Provision and Review

The provision within the Carisbrooke College day is flexible and capable of responding to individual needs. Other types of support which are made available in appropriate cases include: social skills, anger management, self-esteem, phonics intervention, mentoring, language and Emotional Literacy Support along with short or long-term programmes to try to improve organisational skills, coordination, handwriting and so forth, in addition to the basic literacy and numeracy skills.

The SENDCo oversees the Einstein Centre and when appropriate, will work with the Einstein Centre (ASRC) to share resources to meet the needs of students with ASD and other relevant individual needs.

The ASRC is attached to the Carisbrooke College policy with a service level agreement with the Isle of Wight Council specifying admissions, outcomes and support. (Appendix 1)

All students work for the majority of their time, in mainstream classes following the normal Carisbrooke College curriculum. Where appropriate, students are withdrawn from classes, sometimes individually, but normally in small groups, to follow specially devised programmes of work. Withdrawal takes place on a rolling programme, to minimise the amount of time for which a child is withdrawn from a particular subject. Subject staff then ensures that any work which is missed may be caught up.

To complement this provision, there is an extensive programme of in-class support. Teachers and support staff give extra help to SEND students in mainstream classes. Guidance on the effective use of in-class support is given to all staff.

Where students have emotional/behavioural difficulties, the Heads of Year will work in consultation with parents and other staff to try to alleviate the problems and allow both the students and other members of their classes to pursue their studies unhindered. Pastoral staff, including tutors and HLTAs may provide regular individual attention. LSAs may also be allocated to support such students both in and out of lessons. All staff have the chance to mentor individuals.

For student's with physical disabilities or sensory impairment, individual teaching time and/or support is allocated as appropriate. Special apparatus is acquired and adaptations are made to buildings as recommended by professionals, in individual cases.

For students at Early Intervention, class teachers will, following consultation with SEND, implement the agreed strategies in their classes. After an agreed period, progress will be reviewed and, provided that the student seems to be coping adequately, the class teacher will continue to implement these strategies. If progress is unsatisfactory, the SENDCo will assess the situation and, following discussion with the student, parents and any other staff concerned, records and puts on a pupil profile, targets and strategies as required. A date will be set for progress to be reviewed again. If progress is not being made using the resources available within Carisbrooke College, resources from outside Carisbrooke College will need to be drawn upon. Such agencies might include the following:

- Educational Psychologist Service
- Education Welfare Service
- Extended services Team
- SENDIASS
- Armed Forces (usually Navy) Welfare Service
- YOT
- Police
- Social Services
- Health Authority
- Education other than at Carisbrooke (EOTAS)
- Charities
- CAMHS
- IOW Specialist Outreach Service (SOS)
- First Response Team (CAFs and TAFs)

Carisbrooke College has cooperative and productive working relationships with personnel from each of these agencies. HLTAs will be appointed as appropriate under the direction of the SENDCo if deemed necessary. These people will be fully informed about the student's needs and will be identified on the pupil profiles.

For students not statemented, detailed records of individual programmes and regular reviews are held by SENDCo and SEND department. For pupils with Statements of Special Educational Needs or EHCPs and Inclusion partnership Agreements, annual reviews are carried out according to the Education Act (1993). The SENDCo and HLTA will keep updated registers of students at each support threshold.

8 Exam Access Arrangements

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities. Access arrangements **are not** intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ).

9 Beyond the formal curriculum

Every attempt is made to include students with special educational needs and disabilities within the whole Carisbrooke College community. The guidance for support staff directs them to respond to a number of students' needs in a classroom situation, in addition to providing the support required by EHCP/Statemented pupils.

There are a number of roles established which help to support parents and students particularly with their mental health and well-being in mind.

Special needs and disabilities students are encouraged to take part in trips and extra-curricular activities. Extra supervision, transport or other special arrangements will be made, where necessary, to allow them to take a full part in all aspects of Carisbrooke College life.

10 Reintegration to Carisbrooke College

Through liaison between Carisbrooke College and The Island Learning Center, school reintegration programmes have been devised for students who wish to transfer to this College. Such cases are considered on an individual basis.

11 Dealing with complaints

Where a parent is concerned about Carisbrooke College's response to their child's special educational needs and disabilities, the parent will be encouraged to discuss their concerns fully with the SENDCo in the first instance. If the matter cannot be resolved, a further discussion should take place with the Head of School.

If an agreement is still not reached, then the matter should be referred to the Executive Headteacher who will investigate the case and either respond to the parent or arrange to discuss the matter further.

If the parent remains dissatisfied with the college's response, they should contact either the Chair of Governors or the governor taking a specific interest in the work on Learning Support. [Where the complaint relates to the curriculum, parents will be referred to the statutory procedure for dealing with complaints about the curriculum].

12 Evaluating the implementation of the policy

The SENDCo reports and updates the Senior Leadership Team and Governors as appropriate. The report will provide an analysis of the following:

- progress reviews of all students on Intervention programme;
- analysis of GCSE results for SEND students;
- consideration of parent and student views as recorded on SIPs and PPs;
- success in achieving targets identified in SIPs and PPs;
- monitoring attendance rates of SEND students in comparison with whole Carisbrooke College data;
- targets and development plans;
- review with students and parents;
- Statement reviews.

Updated 19/13/18/ M Greaves SENDCo