

Disability, Inclusion, SEND & Learning Support Policy

Review period:

Annual



Review by: Head of Learning Support – SENDCO
Date reviewed: January 2021
Next review: January 2022

DISABILITY, INCLUSION, SEND AND LEARNING SUPPORT POLICY

St Joseph's College prides itself on the quality of the teaching and pastoral care provided to each of its students, from EYFS across to Sixth Form, including Boarding. *The Governing body has ultimate responsibility for meeting all the College's regulatory requirements, which they delegate to the Principal, supported by the Senior Leadership team. In line with good practice and as part of the Governors' due diligence, the Board of Governors' reviews this policy annually.*

St Joseph's College, as an aware employer, is committed to safeguarding and promoting the wellbeing of children and young people as its number one priority. Robust recruitment, selection and induction procedures operate throughout the College and extend to organisations and services linked on its behalf.

Vision

St Joseph's College believes that the fundamental purpose of school-based education is to prepare all students, across the College, including Early Years Foundation Stage, to lead fulfilled, productive, responsible, happy and successful adult lives; we seek to do this by enabling each student to discover and develop their full potential through a wide range of learning experiences within an inclusive approach.

St Joseph's College believes that:

- Educational experiences are provided to develop students' achievements which recognise their individuality.
- Every student has an entitlement to develop their full potential.
- Diversity is valued as a rich resource, which supports the learning of all.
- A student has the right to a broad, balanced, relevant, and challenging curriculum, which is appropriate to their individual abilities, talents, needs and personal qualities.

The College recognises and respects differences and also acknowledges that treating people equally requires an inclusive approach based on the needs of the individual. Our policies and procedures must take account of differences of life-experiences, outlook and background, as well as the barriers and disadvantages which students may face, in-line with The Equality Act, 2010.

The College also acknowledges the changes made to special educational needs through the introduction of *The Children and Families Act* (September 2014) and the updated *SEN Code of Practice* (September 2014) and this policy will therefore reflect these changes to current policy and practice.



Rationale

The Learning Support Department is integral to the College and endeavours to provide a consistent approach to Special Educational Needs and Disabilities (SEND) across the College, including Early Years Foundation Stage (EYFS) hence:

"All teachers are teachers of students with special educational needs and/or disabilities".

SEND is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and within the context of 1st Quality Teaching, every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with additional/special educational needs and/or disabilities, there will be a need to provide an enhanced level of provision and differentiation that supports and develops their ability to learn and make the appropriate progress, in-line with other students.

In addition, we are a 'Dyslexia Friendly School' which offers specialist support and resources to students with difficulties in literacy. Moreover, teaching staff are kept up to date with current thinking in dyslexia and kept informed of effective teaching and learning strategies in the classroom. The SENDCo is a Specialist Teacher in Dyslexia with a MA in Special Needs/Inclusive Education and is also an associate member of The British Dyslexia Society. The annual Dyslexia Awareness Week provides a further opportunity to promote good practice both across the school and in the classroom.

The Learning Support Department operates an open-door policy and is always available to support the needs of its students at both a pastoral and academic level.

St Joseph's College aims to ensure maximum achievement for all by:

- Continuing to develop, support and extend provision for students identified with additional/ special educational needs and/or disability on both an academic and pastoral level
- Helping students to develop their social skills and abilities.
- Providing appropriate teaching which makes learning accessible, challenging and enjoyable.
- Providing equality of educational opportunities.
- Supporting students' ability to learn.

The College aims to provide for the needs of students with special educational needs and/or disabilities by:

- Applying a whole school policy to meet each student's individual needs following the guidelines outlined in *The SEN Code of Practice 2014*.
- Providing auxiliary aids and services *where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage* (The Single Equality Act, Schedule 10, 2010).
- Identifying, at the earliest opportunity, any student who may have special educational need and/or disabilities.



- In line with reasonable adjustments, providing different levels of intervention to match the student's level of need.
- Ensuring that all school staff are aware of each student's needs so that such needs may be met in all school settings.
- Ensuring that no student is discriminated against in any area of school life, including Admissions, on the basis of his/her disability.
- Providing pastoral care and support for all students so that they may develop in all areas and build a strong sense of self-esteem.
- Recognising, valuing and celebrating students' progress and achievements, however incremental.
- Ensuring that students' records include information relating to their individual needs and the interventions that have been provided and their outcomes.
- Conducting regular reviews of students' progress through the reporting system, parents' meetings, student interviews, and in-class and individual assessments.
- Working in partnership with the student's parents at all stages, including personal budgets, where relevant and applicable, allocated to the students (Sept 2014). This includes keeping them informed of any interventions put in place and changes regarding their child's level of need.
- Working in partnership with the Local Authority (LA) for students who have Statements of Special Educational Needs or Educational Health Care Plans (Sept 2014), including the Annual/Transition Review process and updating Student Plans.
- Including students themselves in decision-making about the type of intervention and the targets to be included in Student Passports (previously Individual Education Plans).
- Providing appropriate resources, both human and material, and to ensure their maximum and proper use.
- Providing INSET programmes for both the Learning Support staff and the mainstream teaching staff to ensure the needs of SEND students are met.
- Ensuring all new staff attend an induction programme to enhance their understanding of students with SEND at St Joseph's College.
- Providing support for staff so that students' needs are best met in the mainstream classroom through first quality teaching and a differentiated approach.

Defining SEND

Students have special educational needs if they have a learning need which calls for special educational provision to be made for them. Students have a learning need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age (Children and Families Act 2014)
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age (Children and Families Act 2014)
- c) Are under compulsory school age and fall within the definition above, or would so do if special educational provision was not made for them



- d) Have a disability which is a physical or mental impairment which has a substantial and long term adverse impact on the ability to carry out normal everyday activities (Equality Act 2010)

Students will not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

The Learning Support Department maintains a SEND Register (Special Educational Needs and Disabilities Register) which is updated on a termly basis by the Head of Learning Support. The SEND Register can be found within the College's Management Information System, intranet system. It includes the following:

- Name of student.
- Level of intervention – Additional Support/Statemented/EHCP (see p.6).
- Number of curriculum lessons within Learning Support.
- Additional information to support and enhance teaching and learning in the classroom.
- Baseline data.
- Type or category of need.
- Access arrangements in place.

Staffing

- Miss Lydia Cunningham: Head of Learning Support (MA in Education; Special Needs/Inclusive Education, Specialist Assessor, Associate Member of the British Dyslexia Association, member of The Dyslexia Guild).
- Mrs Branch, Learning Support Teacher in the Prep School.
- Two Learning Support Assistants both with further and higher qualifications (BA Honours).

Responsibilities of the Learning Support Department

- Support and liaise with classroom teachers and practitioners to provide intervention for students placed on the SEND Register, from EYFS through to Sixth Form.
- Plan and implement interventions following the guidelines as set out in the updated *SEN Code of Practice (2014)*.
- Provide specialist teaching in response to an identified special educational need.
- Review Student Passports and evaluate twice yearly from EYFS to Sixth Form, together with class teachers, subject staff, parents and students.
- Maintain SEND records so that they are readily accessible to staff.
- Provide information on all students with SEND to all members of staff who may be involved with them.
- Liaise with parents at all stages and involve them in decision making, focusing particularly on changes arising from *The Children and Families Act (2014)* including the introduction of an allocated personal budget, where relevant and applicable.
- Seek and respond to the views of the students themselves at all stages.



- Support students in helping them to manage their organisational skills. The Department has an open-door policy, as well as offering supported homework clubs both at lunchtime and after school.
- Ensure that suitable entrance examination/assessment arrangements are put in place for students who require additional support, including reasonable adjustments and access arrangements to ensure their needs are fully met.
- Regularly screen, assess and review students' progress in literacy, so that appropriate interventions are put in place, and their effectiveness measured and evaluated.
- Ensure that the academic and welfare needs of students with an Educational Health Care Plan are met, and that classroom strategies are shared with relevant staff to support their needs.
- The SENDCo will ensure that annual reviews and transition reviews are carried out for all students who have an Educational Health Care Plan, in accordance to *The SEN Code of Practice (2014)*.
- Uphold the core values and principles of the GDPR (May 2019), in order to secure and maintain confidentiality of our students. This may, for example, include the use of secure emails and restricted information on a 'needs' basis.
- Ensure the annual review reporting process is completed within the due time, for those students with an Education Healthcare Plan

Responsibilities and duties specific to EYFS

- The EYFS setting will have regard to the SEN Code of Practice (2014) and will plan for the Seven Areas of Learning incorporating the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- It will have a clear approach to identifying and responding to SEND.
- In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.
- Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code 2015 for gathering information and seeking "Early help" (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.
- Guidelines are given for seeking external help of specialists or requesting an EHCP assessment.
- Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEND support.

Admissions

- Should any students new to the College, have previously identified SEND, relevant reports should be brought to the admission's interview or assessment day.
- Parents are requested to advise the College if additional support is required for entrance assessment papers so that the College can make reasonable adjustments.
- Any student who, on the assessment day, may appear to require additional support in their learning, may need to provide additional evidence prior to entry to the



College, to ensure that the College is able to provide the appropriate intervention and support both on arrival and throughout their time at the College.

Identification and Assessment of Students with SEND

A student's needs may become apparent through:

- The College's admission procedures.
- Teaching within the classroom.
- Screening procedures (baseline assessments; reading and spelling tests; SATS; internal subject assessments; Key Stage assessments).
- Parents/students/teachers raising concerns.
- External agencies specialist assessments.
- Further specialist assessments undertaken by the SENDCo.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The College recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs and/or disabilities, are seen as partners and encouraged to play an active and valued role in their child's education.

Children and young people with special educational needs and/or disabilities, often have a unique knowledge of their own needs. Therefore, their views about the support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Provision - a continuum of intervention

This model enables systematic planning of provision and focuses on categorising provision, not students.

Additional Support 1 (AS1):

At this level, students are monitored by the Learning Support Department and liaise with the class teachers to ensure a rigorous and challenging learning environment is being provided for all students, regardless of their needs and/or disabilities. 1st Quality Teaching in the classroom is adopted as the guiding principle to ensure all students receive quality teaching and learning in the classroom.

Additional Support 2 (AS2)

AS2 offers additional interventions for students who require an enhanced level of support to accelerate their progress. This intervention is in addition to whole-class lessons, and is intended to support students' learning in mainstream lessons.



Additional Support 3 (AS3)

This takes the form of a structured programme delivered in small-groups and provision is carefully targeted and delivered by a specialist teacher and supported by Learning Support Assistants who have the skills, training and knowledge to help students achieve their learning objectives. Advice and support from external agencies may be sought at this stage. After collating information from the school setting, home, the student, and external assessments, targets and strategies may be drawn up by the SENDCo in liaison with the class teacher, the parents and the student. At this level, some in-class hover support may be provided by a Learning Support Assistant.

Target Setting

Target setting is a rigorous process and all students in the Lower School (Years 7-9) and Upper School (Years 10-11) who attend timetabled lessons in the LS Department are set measurable, achievable and challenging targets. These are based on internal and external assessments including teacher assessment. In the Lower School, targets are displayed on the front of exercise books to provide a timely reminder at the beginning of the lesson. In the Upper School, students are expected to achieve at least their predicted grades and are set specific targets in each of their core and option subjects, which give them challenging targets and clear expectations about how they can further progress in order to achieve their potential. The College has high expectations of all students, including those with special educational needs and disabilities. Targets in both the Lower and Upper School are regularly reviewed and updated on a termly basis.

Levels of intervention to meet special educational needs at St Joseph's College

	ADDITIONAL SUPPORT 1 (differentiated learning in the classroom)	ADDITIONAL SUPPORT 2 (differentiation + small group support)	ADDITIONAL SUPPORT 3 (differentiation, small group teaching, taught by a specialist teacher)
Grouping for Teaching Purposes	Grouping strategies used flexibly within the classroom in order to provide appropriate differentiation	Intervention additional to AS1: <ul style="list-style-type: none"> • Touch Typing, • 1:1 reading • HWK support • Curriculum support • Self-esteem development • Organisational skills • LSA support • Handwriting • Spelling Masters • Numeracy support • Literacy support 	In addition to the interventions offered at AS1 and AS2: Small group teaching incorporating structured multi-sensory strategies tailored to individual needs & integrated within the curriculum, with a focus on developing literacy skills. These lessons are incorporated into the students' timetables and typically include 4 to 5 hours per fortnight



Human Resources	Class teacher with advice from Learning Support team Strategy meetings held to share good practice	Learning support staff in liaison with class teacher, LSA and parents/carers	Learning support staff in liaison with class teacher, LSA and parents/carers In-class support Teaching delivered by a specialist teacher
Curriculum and Teaching Methods	1 st Quality Teaching - differentiation for curriculum access using a variety of teaching methods within the classroom. Advice from the SENDCo to support effective strategies	Specific reinforcement or development of specific skills through differentiated activities and materials, including ICT	Individual programmes tailored to the needs of the students identified at AS3. Teaching and learning adapted to suit the needs of the students, including 'chunked' lessons. All aspects of teaching and learning should include a visual, auditory and kinaesthetic approach to support all learners

Student Passports

The purpose of a Student Passport (SP) is to keep staff informed about the students' needs, put effective interventions in place, and establish and review targets which are additional to and different from targets set in the classroom. All students with an Education Health Care Plan and/or placed on the SEND Register at Additional Support 3, have a Student Passport in place. Every Student Passport is reviewed on a twice yearly basis and parents and students are consulted during the annual/transition review process.

Withdrawal Groups

Students placed at AS3 on the SEND Register may be withdrawn from Modern Foreign Languages (MFL), subject to the level at which they are working, which should be significantly below national expectations. Typically, those students working significantly below national expectations (for example, a standard score of 84 or below in assessments, such as the Key Stage 2 SATs or the Cognitive Ability Tests), may benefit from additional support in Literacy and Numeracy. Students working within an age appropriate level or above will be expected to follow the full curriculum including MFL. All students are expected to participate in a broad and inclusive curriculum.

Current Interventions

Depending on their level and category of need, students may be offered the following:

- Withdrawal groups: students in the Lower School follow specific literacy programmes, which are tailored to their needs and taught by a specialist teacher in dyslexia (MA in Special Needs/Inclusive Education, AMBDA).
- Open-Door access during social times of the day, such as lunchtime.



- In the Upper School students placed on the SEND Register at AS3 may be invited to select LS as an option (following discussions with students, parents and staff). Within this option, students will continue to be taught literacy as well as receiving additional support across the curriculum. They will also be taught revision and study skills conducive to their individual learning styles, as they head towards their GCSE examinations.
- Access arrangements for internal and external examinations.
- Homework club (after school).
- In-class support of a LSA.
- Early-Riser Tutorial. Short measurable interventions for those students who are coping with the curriculum but have gaps in their knowledge (for example, touch-typing, handwriting, reading, organisational skills and Spelling Masters). This is offered in addition to the full curriculum and students are not withdrawn from their lessons.
- Pastoral support – referred by members of staff, parents or students themselves.
- Literacy/reading/numeracy/spelling support programmes.

Access Arrangements for internal and external examinations

The College recognises that there are some students for whom the standard arrangements for assessment are likely to prevent a student from reflecting her or his ability due to a special educational need or disability. Such students will undertake assessments, typically towards the end of the Lent term in year 9, and an application to the JCQ (Joint Council for Qualifications) for access arrangements for internal and external examinations may be considered, based on the outcome of these assessments. Assessment is thorough and rigorous, as outlined by The Joint Council for Qualifications, and The Learning Support Department seeks to ensure that whilst these arrangements are necessary for some students who are unable to achieve their full potential due to a special educational need or disability, and without which, would be placed at a disadvantage, students are not given an unfair advantage. Examination Arrangements may include:

- reader
- scribe
- word processor
- 25% extra time
- read aloud
- rest breaks
- prompter

Assessments and report writing, evidencing access arrangements, are carried out by the Centre Approved Specialist Teacher (Miss Cunningham) in the Learning Support Department, following the guidelines as outlined by The JCQ. The JCQ adheres to strict guidelines and regulations and the Specialist Teacher attends an annual conference to ensure that the process remains current, fair and rigorous.

External Agencies

The SENDCo will liaise with external agencies where relevant and appropriate.



INSET/Induction

Newly qualified teachers and new staff follow an induction programme, and staff are encouraged to see the SENDCo for all queries relating to our students with SEND. The SENDCo delivers INSET training on a regular basis to ensure teaching staff are kept abreast of current ideas and also informed of changes to practice and policy in SEND. This includes both whole school and faculty input. The department has an open-door policy for students and staff alike.

References:

College 3 Year Accessibility Plan for compliance with Schedule 10 of the Equality Act 2010
College Equal Opportunities Policy
Keeping Children Safe in Education (September 2020)



