

# Policy and Procedure on Special Educational Needs and Inclusion Cambian Lufton College

<b>1.</b> .....	<b>Legal status</b>
<b>1</b>	
<b>2. Monitoring</b> .....	<b>3</b>
<b>3. Principles</b> .....	<b>4</b>
<b>4. Aims and Objectives</b> .....	<b>5</b>
<b>5. Policy</b> .....	<b>6</b>

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## 1. Legal status

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001
- Prepared in regard to Mental Capacity Act (MCA) 2005: Young people over compulsory school age have the right to participate in decisions about the provision that is made for them and be consulted about provision in their areas. Where some young people, and possibly some parents, will not have the mental capacity to make certain decisions
- Prepared with regard to SEND Code of Practice January 2015:  
High quality provision to meet the needs of children and young people with SEN

1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1.25 Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development.

They should:

1. Ensure decisions are informed by the insights of parents and those of children and young people themselves,
2. Have high ambitions and set stretching targets for them.
3. Track their progress towards these goals.
4. Keep under review the additional or different provision that is made for them.
5. Promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

### Applies to:

- the whole college along with all activities provided by the college, including those outside of the normal education hours;
- All staff (education, care and services), and governors and others contracted to work in the

college.

**Related documents:**

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- English as an Additional Language Policy

**Availability**

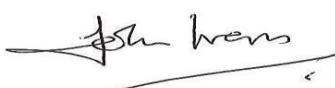
This policy is made available to parents, staff and students in the following ways: via the College website, and on request a copy may be obtained from the College Office.

## 2. Monitoring and Review:

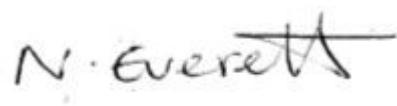
This policy will be subject to continuous monitoring, refinement and audit by the Principal.

The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



John Ivers  
**Proprietor, Cambian Group**  
September 2019



Nicky Everett  
Interim Principal  
29/01/2021

### 3. Principles

All young people at Cambian Lufton College have a diagnosis of a Special Education Need (SEN). The College seeks to identify individual need and offer appropriate provision. All young people at Cambian Lufton College have an Education Health Care Plan (EHCP). Our College seeks to offer students with Special Educational Needs full access to a broad and balanced curriculum. There is a whole college approach, which involves all staff, in understanding how our young people learn and supporting students with Special Educational Needs. All peripatetic staff are made aware of each student's needs. All staff have a responsibility to differentiate sessions, delivery and resources to meet individuals' specific learning needs. Parents/guardians and students will be involved fully in the process of the planning and delivery of support. It is the policy of our college that students who have been accepted into the college will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive college, determined to meet the needs of all our students. Our college has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification through initial transition assessments, baseline assessments and identifying additional need at the earliest point to ensure effective provision improves long-term outcomes for the young person. All our students will have access to a broad and balanced curriculum.

#### The Education Inspection Framework

The Equality Act 2010 15. The framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education.

The National Curriculum Inclusion Statement states that tutors will set high expectations for every student, whatever their prior attainment. Tutors at our college will use appropriate assessment to set targets which challenge our students and demonstrate the high expectations we have for our young people.

We will identify potential areas of difficulty and address these at the outset. Education delivery will be planned to address potential areas of difficulty and to remove barriers to student engagement and achievement.

By planning in this way, our students with SEN and disabilities will be able to study a broad curriculum whilst following an individualised pathway. The quality of teaching for students with SEN, and the progress made by students, will be a core part of our college's performance management arrangements and its approach to professional development for all teaching and support staff. College leaders and teaching staff will identify any patterns in the identification of SEN, both within our college and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEN will be built into the overall approach to monitoring the progress and development of all students.

#### Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent colleges are required to follow the Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014).

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Within the context of the students who might require additional support at our college include:

- students with a diagnosis of an Autism Spectrum Condition
- students with Downs Syndrome
- students with specific learning differences e.g. dyslexia, dyspraxia
- students with hearing and/or visual impairment
- students with specific physical and medical conditions

The following are quotes from accomplished persons with dyslexia.

"I see some things clearer than other people do because I have to simplify things to help me and that has helped others." *Richard Branson*

"Writing and spelling were always terribly difficult for me. I was an extraordinarily bad speller and have remained so until this day." *Agatha Christie*

"I am not discouraged because every wrong attempt discarded is another step forward." *Thomas Edison*

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life thinking it's stupid." *Albert Einstein*

Our college regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent college, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent college. Our academic and pastoral sub-committee has specific oversight of our college's arrangements for SEN and disability. College leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-college provision as part of their approach to college improvement.

### **Equality Act 2010**

Our college has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our college has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

## **4. Aims and Objectives**

Our college's Special Educational Needs policy provides a framework for the provision of teaching and support for students with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the college's resources. In such cases the Principal and the student's parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the student, including parents/carers, teachers and other professionals. The student's views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each student;

- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for student's special educational needs;
- to enable all students to have full access to all elements of the college curriculum;
- to ensure that parents are able to play their part in supporting their student's education;
- to ensure that our students have a voice in this process and every opportunity is taken to communicate in appropriate and individualised format with them.

In order to meet these aims, our objectives are:

- to ensure students with learning needs are identified as early as possible;
- to assess the student to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of the student's needs and are able to meet those needs within the college setting;
- to ensure students' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the student's needs within the classroom and provide training programmes when required;
- to ensure that no student with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the student themselves in providing appropriate support and advice.

## 5. Policy

### Admission Arrangements

Students entering the college will have baseline assessments in core areas. This includes English, Mathematics and Cognitive Abilities. The student's EHCP will also form the basis for pre-admission, with all requirements and needs discussed in the pre-admission process. Students are admitted to the college at the discretion of the Principal. Students with additionally complex needs will be admitted if the college can offer appropriate support. However, every effort will be made to accommodate a student with Learning Needs.

### Supporting staff

The college employ teaching assistants (TAs) who are timetabled to work with various students either individually or in specific sessions. Heads of Departments, Tutors and TAs meet to discuss students learning and to plan next steps. Individual student needs and learning is also discussed as part of wider Multi-Disciplinary Team meetings and required changes and updates in provision including those resulting from clinical advice and plans is disseminated to all staff. The Multi-Disciplinary team meetings take place weekly and students are discussed on a 8 week carousel. This ensures all students are discussed regularly and in detail with representatives from all disciplines and staff groups to ensure required changes and adaptations are consistent and enacted with immediate effect.

We believe that good collaboration between all staff is essential to ensure maximum progress for our students. As part of inclusion we believe that students should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our students receive assistance during education provision within the classroom setting in order that they can access the curriculum fully and at appropriate level.

### What Cambian Lufton College does

In practical situations of our college we do what is necessary to enable our young people to develop, learn, participate and achieve the best possible outcomes. Our college recognises emerging difficulties arising with young people and respond promptly. We understand parents know their children best and we place stress great importance when parents express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in our college consists of a graduated approach to help young people with Special Educational Needs. Our approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a young person may be experiencing. For all of our young people we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws upon more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the specific needs of our young people.

All students at College have an Education, Health and Care (EHC) Plan. Upon joining our college, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. Any additional services or equipment that are needed to meet the requirements of the EHC Plan, not offered as part of Lufton College's specialist service offer may be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and our college is named in the Education, Health and Care (EHC) Plan.

We have arrangements in place to support young people with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN. We recognise the benefits of early identification, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for young people. We have a focus on inclusive practice and removing barriers to learning, therefore special educational provision in our college is underpinned by high quality tuition which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where children with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of young people themselves, parents and carers;
- have high ambitions and set stretching targets for them;
- track their progress towards their academic and personal goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Tutors are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our college will regularly and carefully review the quality of teaching for all of our students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our college will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

## Use of data and record keeping

Our college has developed its own approach to record keeping in line with the requirements of the Data Protection Act 2018. The provision made for students with SEN will be recorded accurately and kept up to date. As part of any inspection, both Ofsted and CQC will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines. Our college will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the young person's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the student's time in the college, as well as its impact. A local authority that is considering or is carrying out an assessment of the student's needs will wish to review such information. We use our information system to monitor the progress and development of all students. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our college will readily share this information with parents and carers. It will be provided in a format that is accessible.

## Improving outcomes: high aspirations and expectations for young people with SEN in our college

All young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our college will identify and address the SEN of the students that we support. Our college must: Use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our college can to meet children and young people's SEN;

Designate senior staff to be responsible for co-ordinating SEN provision – at Cambian Lufton College this is the Head of Education (NaSENCO) and Deputy Head of Education (NaSENCO).

Inform parents when they are making special educational provision for a child;

Provide a disability access policy to ensure those with disabilities are able to access the college alongside able-bodied students.

## Identification of Students with Special Educational Needs and Disabilities

The identification of students with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process, as the very large majority of students at have an EHCP;
- by staff recognition of a student whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a student who is experiencing emotional/behavioural problems
- through discussion with external professionals such as. doctors, counsellors, therapists and also
- through recorded parental concern.

Our college will assess each student's current skills and levels of attainment on entry, building on information from previous settings and pre-assessment meetings where appropriate. At the same time, we will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them education, care and clinical staff supported by the senior leadership team, will make regular assessments of progress for all students. These assessments will seek to identify students making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than would be expected measured against a trajectory/ flightpath delineating their expected outcomes.
- fails to match or better the student's previous rate of progress

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality teaching targeted at their areas of weakness. While informally gathering evidence (including the views of the student and their parents and carers as necessary) our college will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs. For some young people, SEN can be easily identified at an early age. However, for others difficulties become evident only as they develop. All those who work with our young people will be alert to emerging difficulties and respond early through raising concerns, highlighting changes of behaviour and sharing information with the Multi-Disciplinary Team. In particular, parents know their children best. We therefore place great importance when parents express concerns about the young person's development. Additionally we will also listen to and address any concerns raised by the young people themselves.

Our college will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events can have a significant impact on well-being. Cambian Lufton College will ensure that we make appropriate provision for a young person's short-term or longer term needs in order to prevent problems escalating. Whilst slower progress and lower attainment does not necessarily mean that a young person has SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our college will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for young people whose first language is not English requires particular care. Our college will look carefully at all aspects of the young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN.

When reviewing and managing special educational provision the broad areas of need and support our college will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a student into a category. In practice we recognise individuals have needs that cut across all several areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or have a reduced understanding and comprehension of the use of social rules of communication. The profile for every young person with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, empathy and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when young people learn at a different pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## Assess

In identifying a young person as needing additional and different provision from other learners, the tutor working with the Head of Education will carry out a clear analysis of the student's needs and expected individualised outcomes will be identified. This will collate tutors' assessments and experiences of the student, the students' previous progress and attainment, as well as information from our college's core approach to student progress, attainment, and behaviour. It will also consider data about the student in comparison to their peers, the views and experience of parents, the student's own views and, where relevant, advice from external support services. Our college will take seriously any concerns raised by a parent. These will be recorded and compared to the college's own assessment and information on how the student is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

## Intent

Once the required SEN support is identified for a student, we will then formally update our SEND register and notify relevant parties. The SENCO/ SEND appointed representative will agree in review with the student where possible, parent, carer and/or social worker what support is to be put in place, as well as the expected impact on progress, development or behaviour. All tutors and support staff who work with the student will be made aware through student plans and the SEND register of their needs, the outcomes sought, the support provided and any strategies or approaches that are required. This information will also be available on the college information system, Databridge. The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

## Implementation

The tutors will remain responsible for working with the young person on a daily basis. Where the interventions involve TA delivering activities, the subject tutor remains responsible for content and assessment. Tutors will work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they mirror session teaching. The college SENCO will support the tutor in any further assessment of the young person's strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the young people to make satisfactory progress, the Head of Education seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each student's progress in Literacy and/or Numeracy throughout their time at our college.

### **Impact**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents and /or carers. This will feed back into the analysis of the student's needs. The tutor, working with the Head of Education, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a student has an EHC plan, the college and local authority will review the plan as a minimum every twelve months.

Within the above cycle, our staff work together towards enabling our students to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

### **Involving Specialists**

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we will begin involving our clinical specialists. Our college may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a referral has been made by reasons of changes in behaviour, reduced progress in line with expected progress or other concern, either to our multi-disciplinary team meeting or directly to our clinical team. The student's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and staff supporting the young person in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that the young person receives it promptly. The college offer sets out clearly what support is available from different services and how it may be accessed. Student plans and assessment targets are updated termly, covering education, personal development, social communication and therapeutic strategies. Targets therein are:

1. Specific
2. Measurable
3. Achievable
4. Relevant
5. Time bound
6. Evaluated and
7. Reviewed.

Parents will be encouraged to contribute their ideas about how the young persons' needs could be met and what helps them to learn. Parents are asked to share these with the College describing how targets are met at home. Parent(s) should try to attend any meeting called by the College including the young person's annual review.

Targets are distributed to all staff involved in the student's learning and parents of the student as soon as they are written and have been agreed by all parties.

Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence');
- failure to indicate which tutors are involved;
- lack of student involvement;
- failure to share/ collaborate with other staff teams

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the student, taking account of student's strengths and interests;
- stating realistic time scales;
- involving relevant stakeholders

### **Timetabling**

The amount and type of support offered to a student is dependent on need. We believe that all subjects are important to the student's development and that every student is entitled to a broad and balanced curriculum. Additional support will only be withdrawn when the student is ready for increased independence within a particular session or it is beneficial to their progress, for example: within a work experience placement. Some support lessons are also delivered at the same time as a timetabled subject following similar objectives but in a smaller group and for specific purpose, for example delivering a session with specific focus on speech and language provision.

### **Access to the Curriculum**

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that ensures success and achievement.

Teachers use a range of strategies to meet student's special educational needs. Sessions have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the sequence of learning.

We support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the students opportunity to work in small groups or in a one-to-one situation within the classroom.

### **Partnership with parents**

Our college works closely with parents in the support of those students with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-College Agreement is central to this. Parents have much to contribute to our support for students with special educational needs. Tutors and care staff communicate with parents and carers weekly to share the progress of our students. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of our student. Regular discussions and communications with parents and carers can build confidence in the actions being taken by the college, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and strategies that are being used.

Finally, they can provide essential information on the impact of SEN support outside college and any changes in the student's needs. These discussions will be led by our placements team, tutor and senior care staff with good knowledge and understanding of the student, being aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the college Head of Education. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the student. As with other aspects of good teaching for students with SEN, our college will ensure that all staff are supported to manage these conversations as part of professional development.

Meetings are, where possible, aligned with the normal cycle of discussions with parents of all students. They will, however, be longer than most parent-teacher meetings. The views of the student will be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate college

staff. This record will be given to the student's parents. The college's management information system will be updated as appropriate.

### **Student participation**

In our college we encourage students to take responsibility and to make decisions. This is part of the culture of our college and relates to students of all ages. Students are involved at an appropriate level in setting targets. Students are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of college life.

### **Monitoring and evaluation**

The Head of Education and SEND team leader supports education staff where necessary, in developing targets for students. The SEND team hold meetings to review the work of the college in this area. The Head of Education reviews this policy annually and considers any amendments in the light of the annual review findings.

### **Staffing and resources**

A range of teaching resources are used to support all areas of additional need. These include ICT facilities, sensory suites, TEACHH resources, OT and SALT devised resources. Tutors are supported by the Teaching Assistants to develop materials, displays and resources as required.

### **Complaints**

Parents are encouraged to discuss any concerns with the student's tutor, SEND lead, Head of Education, Head of Care, or the Principal.

### **Disability Discrimination Act**

The whole raison d'être of our college is whenever possible to provide for students who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. We have carefully considered what we might do to make our building more accessible to those who have a physical disability.

Please refer to our Accessibility Plan and also our Equalities Policy.