

Cambian Dilston College

Policy Author:	Marie Flatman
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Reviewed By:	Marie Flatman
Policy Level:	Site

Special Educational Needs and Disabilities Policy

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.



Andrew Sutherland
Representative, Proprietor- Cambian Group
December 2022



Marie Flatman
Principal, Cambian Dilston College
December 2022

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent College Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Students 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 students 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

Applies to:

- The whole college along with all activities provided by the college, including those outside of the normal college hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the college.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- English as an Additional Language Policy.
- Accessibility Plan

Availability

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

Principles

The college aims to identify learners with Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision. Our College seeks to offer learners 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 students learn and supporting learners with Special Educational Needs. All peripatetic staff are made aware of each learner needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/guardians and learners will be involved fully in the process of the planning and delivery of support. It is the policy of Our College that learners 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 learners. Our college has 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 the child or young person. All our learners will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every learner, whatever their prior attainment. Teachers at our college will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to learner achievement.

By planning in this way, our learners with SEN and disabilities will be able to study the full national curriculum. The quality of teaching for learners with SEN, and the progress made by learners, 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, including the SENCO, 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 learners.

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 students and young people and the progressive removal of barriers to learning and participation in mainstream education. The Students and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where students 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 students and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

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

- learners with specific learning differences e.g. dyslexia, dyspraxia
- the gifted and talented
- learners with hearing and/or visual impairment
- learners with physical and medical conditions

Our college regularly reviews and evaluates the quality and breadth of the support we can offer or can access for students 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 students 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 students and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled students 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.

Aims and Objectives

Our college's Special Educational Needs policy provides a framework for the provision of teaching and support for learners 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 learner'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 learner, including parents/carers, teachers and other professionals. The learner's views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each learner;
- to ensure that the special educational needs of learners 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 learner's special educational needs;
- to enable all learners to have full access to all elements of the college curriculum;
- to ensure that parents are able to play their part in supporting their learner's education;
- to ensure that our learners have a voice in this process.

In order to meet these aims, our objectives are:

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

Admission Arrangements

Learners entering the college will normally have a baseline assessment. This includes English, Mathematics and Cognitive Abilities. If a learner has already been identified as having learning needs, relevant reports should be brought to the family interview. If necessary the SENCo or a member of the SEND team will meet the learner and talk to parents. Learners are admitted to the college at the discretion of the Principal. Learners with additional needs will be admitted if the college can offer appropriate support. However, every effort will be made to accommodate a learner with Learning Needs.

Learning Support Assistants (LSA)

We use LSAs who are timetabled termly to work with various learners either individually or in the classroom. Teachers and LSAs hold regular weekly meetings to discuss learners learning and to plan next steps. This includes which students will be focused on and allow time for both staff and LSAs to plan provision and differentiation for those students to ensure that they extend their learning beyond the completion of work. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our learners. As part of inclusion we believe that learners should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our learners receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

We do what is necessary to enable students and 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 students 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 students themselves.

Where a child who has an Education, Health and Care (EHC) Plan needs joins 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, including the full National Curriculum if this is specified. 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. The college will make reasonable adjustments to meet the needs of students with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such as dyslexic tuition will 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 students 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 students. We have a focus on inclusive practice and removing barrier to learning, therefore special educational provision in our college is underpinned by high quality teaching which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where students with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of students themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these 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.

Teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual learners, is the first step in responding to learners who have or may 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 learners, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered. In deciding whether to make special educational provision, the teacher and college SENCO will consider all of the information gathered from within our college about the learner's progress, alongside national data and expectations of progress. 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.

This information gathering will include an early discussion with the learner and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the learner's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the learner's record on our college information system and given to the parents. Furthermore, we will also tell parents and young people about the local authority's information, advice and support service. Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the learner and their parents. This will then help determine the support that is needed and whether it can be provided by adapting our college's core offer or whether something different or additional is required. However, where support is provided, a clear date for reviewing progress will be set and the parent, learner and teaching staff will each be clear about how they will help the learner attain the expected outcomes. The overriding purpose of this early action is to help the learner achieve the identified outcomes and remove any barriers to learning. Where it is decided that a learner does have SEN, the decision will be recorded in our college records and the learner's parents must be formally informed that special educational provision is being made.

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 1998. The provision made for learners with SEN will be recorded accurately and kept up to date. As part of any inspection, both Ofsted and ISI will expect to see evidence of learner progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted and ISI 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 child'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 learner's time in the college, as well as its impact. A local authority that is considering or is carrying out an assessment of the learner's needs will wish to review such information. We use our information system to monitor the progress and development of all learners. 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. It will be provided in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the learner's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

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

All students and 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 learners 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 students and young people's SEN;
- ensure that students and young people with SEN engage in the activities of our college alongside learners who do not have SEN;
- designate a teacher to be responsible for coordinating SEN provision – the SEN coordinator, or SENCO
- inform parents when they are making special educational provision for a child;
- prepare a SEN information report and our arrangements for the admission of disabled students, the steps being taken to prevent disabled students from being treated less favourably than others in our college, the facilities provided to enable access to our college for disabled students and our accessibility plan showing how we plan to improve access progressively over time.

Identification of Learners with Special Educational Needs and Disabilities

The identification of SEN will be built into the overall approach to monitoring the progress and development of all learners. The quality of teaching for learners with SEN, and the progress made by learners, 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, including the SENCO, 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. All our learners will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every learner, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to learner achievement. By planning in this way, our learners with SEN and disabilities will be able to study the full national curriculum. Where a learner is identified as having SEN, our college will act to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of students and young people.

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

- on entry when specific needs are identified and recorded as part of the entrance/transition process;
- by staff recognition of a learner whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a learner who is experiencing emotional/behavioural problems;
- through discussion with external professionals such as. doctors, counsellors, therapists and also
- through concern expressed by parents (recorded on the parental meeting record form).

Our college will assess each learner's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a learner may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all learners. These assessments will seek to identify learners making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a learner 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. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the learner and their parents) our college will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The learner's response to such support can help identify their particular needs. For some students, SEN can be easily identified at an early age. However, for other students and young people difficulties become evident only as they develop. All those who work with students and young people will be alert to emerging difficulties and respond early. In particular, parents know their students best we place great importance when parents express concerns about their child's development. Additionally, we will also listen to and address any concerns raised by students and young people themselves.

Identifying and assessing SEN for students or young people whose first language is not English requires particular care. Our college will look carefully at all aspects of a child or 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 learner into a category. In practice we recognise individual students or young people often have needs that cut across all these 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 students 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.

Students and 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 they do not understand or use social rules of communication. The profile for every child 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. Students and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when students and young people learn at a slower 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 child as needing provision which is 'additional to and different from' other learners in the same class, the class teacher, working with the college SENCO, will carry out a clear analysis of the learner's needs. Before provision is planned for, expected individualised outcomes will be identified. This will draw on the teacher's assessment and experience of the learner, their previous progress and attainment, as well as information from our college's core approach to learner progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the learner's own views and, if 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 learner 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 learner responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

When our college has decided to provide a learner with SEN support, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the learner the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our college's information system. The support and intervention provided will be selected to meet the outcomes identified for the learner, 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.

DO

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the learner. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The college SENCO will support the class or subject teacher in the further assessment of the child's particular 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 child to make satisfactory progress, the SENCO seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each learner's progress in Literacy and/or Numeracy throughout their time at our college.

Review

The effectiveness of the support and interventions and their impact on the learner'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 learner and their parents. This will feed back into the analysis of the learner's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the learner's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and learner. 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 learner has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our learners 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 learner continues to make less than expected progress, despite evidence-based support and interventions that are matched to the learner's area of need, we will consider to begin involving specialists, including those secured by our college itself or from outside agencies. 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 learner continues to make little or no progress or where they continue to work at levels substantially below those expected of learners of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The learner'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 teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that students and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

Provision mapping

Each term a provision map showing the provision of support currently available within the college is drawn up. Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the learner's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Students have personal targets they are working towards. These are written and reviewed termly (or more regularly if required) in collaboration with the learners and the parents. Parents should expect to be informed of the targets set for their child. Targets are discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options. Parents will also participate in decision making, at an appropriate level about future options.

Parents) should try to attend any meeting called by the College to review the targets with at least one review in the year could coinciding with a parents' evenings. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the learner's learning and parents of the learner 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', 'improved self-esteem');

- failure to indicate which teachers and subjects would be involved;
- lack of learner involvement;
- failure to link them with other areas of assessment and recording procedures in the college.

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

- based on sound knowledge of the learner;
- taking account of learner's strengths and interests;
- stating realistic time scales;
- linked to resources in college;
- involving parents at some stage (either in their setting and/or review).

Provision maps are an efficient way of showing all the provision that the college makes which is additional to and different from that which is offered through our college's curriculum. The use of provision maps helps our SENCOs to maintain an overview of the programmes and interventions used with different groups of learners and provide a basis for monitoring the levels of intervention. Provision management can be used strategically to develop special educational provision to match the assessed needs of learners across the college, and to evaluate the impact of that provision on learner progress. Used in this way provision management can also contribute to college improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help our college to develop the use of interventions that are effective and to remove those that are less so. It can support us to improve our core offer for all learners as the most effective approaches are adopted more widely across the college.

Timetabling

The amount and type of support offered to a learner is dependent on need. Our college believes that learners will not be withdrawn from lessons unless it is necessary to do so. Our college believes that learners with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the learner's development and that every learner is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a learner needs to be withdrawn for learning support, every effort is made to ensure that a learner does not miss core curriculum subjects. Their individual strengths are also considered in addition to the advice of staff members and parental requests. Some learners are withdrawn from a second language in order to ensure extra support is given for English and Math's as appropriate. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

Emotional and Behavioural Difficulties

Our college caters for learners with mild emotional and behavioural difficulties primarily through effective pastoral care. The college also provides additional support through a designated college counsellor.

Access to the Curriculum

All learners 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 bring feelings of success and achievement.

Teachers use a range of strategies to meet learner's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the college. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that learners experience success. We support learners in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the learners 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 learners 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 learners with special educational needs. Teachers have meetings to share the progress of special needs learners with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of learners with special educational needs. Where a learner is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the learner and our college.

Finally, they can provide essential information on the impact of SEN support outside college and any changes in the learner's needs. These discussions will be led by a teacher with good knowledge and understanding of the learner who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the college SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the learner. Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for learners with SEN, our college will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all learners. They will, however, be longer than most parent-teacher meetings. The views of the learner will be included in these discussions. This could be through involving the learner 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 learner's parents. The college's management information system will be updated as appropriate.

Learner participation

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

Monitoring and evaluation

The SENCO or SEND team leader supports teachers, where necessary, in drawing up IEPs for learners. The SEND team hold meetings to review the work of the college in this area. The Principal 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 enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA) and where needed the Learning Support Assistant (LSA).

Complaints

Parents are encouraged to discuss any concerns with the learner's class teacher, SENCO, relevant SEND leader or the Principal.

Disability Discrimination Act

The whole raison d'être of our college is whenever possible to provide for learners who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any learner - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act 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 Single Equalities Policy.

This policy will be reviewed annually.