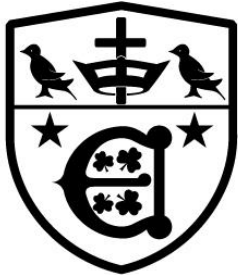


Special Educational Needs Policy



**ST EDWARD'S
COLLEGE**
LIVERPOOL

Compliance

This policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0 to 25 years January 2015 and has been written with reference to the following guidance and St Edward's College documents:

- SEND Code of Practice 0-25 (2015)
- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2015)
- Teachers' Standards (2012)
- Equality Act (2010) including Advice for Academies DfE (2013)

Definitions

Special Educational Needs

A pupil/student is defined in the Special educational needs and disability Code of Practice 0-25 (January 2015) as having a learning difficulty or disability if he/she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Policy Statements

The College's Mission Statement states: *As a Christian community, we aim to provide a broad and challenging education and a stimulating environment in which individuals are encouraged to fulfil their own potential, value the talents of others and live life to the full.* The Special Educational Needs Policy should be considered within the overall context of the Mission Statement.

- The College will comply with the Special Educational Needs Code of Practice 0-25 (2015).
- The College will encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- The College recognises its duty of care to all pupils, including those with special educational needs.
- The College will ensure that every pupil follows a curriculum that is suited to their ability and any particular needs they may have to enable them to enjoy and achieve.
- Special educational needs provision for any pupil will be compatible with the efficient education of the other pupils at the College and the efficient use of the College's existing resources.
- The College will seek to ensure the full inclusion of pupils with special educational needs in all aspects of school life, including the curriculum, extra-curricular activities and school trips.
- The highest standards of behaviour are expected and all pupils are encouraged to develop independence with regard to their behaviour. Where, however, there is a clear link between a

particular pupil's behaviour and diagnosed special needs, the College may deem it appropriate to use an altered level of tolerance when dealing with disciplinary matters.

- The College will work in partnership with parents to ensure every child with special educational needs is well supported. At all stages of the special needs process, the school will keep parents fully informed and involved and parents are encouraged to make a full and active contribution to their child's education.
- When working with parents of pupils with special educational needs, the College will give support, advice and reinforcement as well as share information and agree targets in order to enable progress.
- Where appropriate, the College will engage with external agencies to ensure the delivery of effective special educational needs provision.
- The College provides training to all staff on special educational needs, both in relation to individual pupils and particular types of needs. This training includes induction for new members of staff as well as on-going CPD.
- In addressing any pupil's special educational needs, the College will comply with the Equality Act (2010) and the Special Educational Needs and Disability Regulations (2014).
- Where appropriate, the College will make reasonable adjustments for a pupil with special educational needs.

Responsibilities

Deputy Principal

- To oversee special educational needs provision within the College and line manage the SENCo.

Special Educational Needs Coordinator (SENCo)

- To ensure that the characteristics of effective teaching and learning styles are used to support pupils with special educational needs, including strategies for improving and sustaining high standards of pupil achievement and improving their spiritual, moral, social and cultural development.
- To ensure that the curriculum is accessible to all pupils with special educational needs and that appropriate strategies and resources are used to aid to teaching and learning.
- To manage the SEND budget and deploy resources in a cost effective manner.
- To ensure that relevant research, national inspection evidence and legislation, including the Special Educational Needs Code of Practice and equal opportunities legislation, are used to support pupils with special educational needs.
- To ensure pupil provision maps are formulated, implemented and reviewed as appropriate for pupils with Education, Health and Care Plans.
- To manage the day-to-day operation of the College's Special Educational Needs policy.
- To liaise with and advise colleagues on special educational needs matters.
- To coordinate provision for children with special educational needs.
- To liaise as appropriate with the SEND link teacher for each faculty / department.
- To maintain the College's SEND register and records for all pupils with special educational needs.
- To monitor the academic progress of the special educational needs cohort.
- To liaise with parents of children with special educational needs as appropriate.

- To contribute to the in-service training of College staff.
- To arrange and chair annual review meetings of pupils with Education, Health and Care Plans.
- To liaise with external agencies, including the educational psychology service and other support agencies, local authorities, medical and social services and other relevant voluntary bodies.
- Where appropriate, to arrange for the assessment of pupils.

Teachers

- To ensure they are familiar with the College's SEND register and differentiate teaching according to the provision outlined for individual pupils.
- To attend special educational needs training when requested.
- To use a range of teaching and learning strategies in order to support the progress of pupils with special educational needs.
- Where appropriate, to advise and guide educational support assistants in order to maximise their effectiveness in supporting children with special educational needs.
- To raise any concerns about pupils with special educational needs or those with possible special educational needs with the SENCo.
- To provide feedback to the SENCo regarding provision for pupils with special educational needs.

Heads of Faculty / Department

- To monitor the progress of pupils with special educational needs within the Faculty / Department.
- Where appropriate, to ensure that any reasonable adjustments are made to the learning environment to enable the safe and inclusive teaching of children with special educational needs.
- To provide any subject specific updates to colleagues within the Faculty / Department on special educational needs specific teaching.

Learning Support Assistants

- To familiarise with individual pupil's special educational needs by reviewing information on the College's SEND register and, where appropriate, the Education, Health and Care Plan.
- To provide necessary support to a pupil(s) with special educational needs according to the information contained on the College SEND register and / or their statement of special educational needs.
- To liaise with subject teachers in order to maximise their effectiveness in supporting children with special educational needs.

Department / Faculty SEN Link

- To meet on a regular basis with the SENCo to discuss matters concerning special educational needs within the College.
- To feedback to Department/Faculty information shared in meetings.

Special Educational Needs Link Governor

- To help raise awareness of special educational needs issues at Governing Body meetings and give up-to-date information on SEND provision within the school.
- To understand how the school identifies a pupil with special educational needs and what happens once a pupil has been identified, including how resources are allocated to individual pupils.
- To meet on a regular basis with the SENCo to discuss matters concerning special educational needs within the College.
- To advise the Admissions Committee of the Governing Body with respect to proposals by an education authority to name the College within a child's Education, Health and Care Plan.

Parents

- We ask that all parents/carers liaise with us regularly to ensure that we work to ensure successful outcomes for your child. It is vital that we are kept up to date with any changes in your child's condition and that we are made aware of any changes or circumstances that would have an adverse effect on your child's progress.

Process and Procedures

Inclusion

- Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure children with special educational needs are fully included in all aspects of school life, including the curriculum, extra-curricular programme and school trips.
- Any decisions in relation to the above will be taken by the appropriate people, including the Deputy Principal, SENCo and Educational Visits Coordinator.

Referral Procedures

- Early identification of pupils with special educational needs is a crucial factor in overcoming barriers to learning. The SENCo will work closely with the Deputy Principal (Pastoral) with responsibility for pupil tracking to monitor pupil progress and identify any potential concerns.
- A teacher who considers it necessary for a pupil to be assessed for special educational needs should refer the matter to the SENCo and provide the necessary evidence.
- The SENCo will refer a pupil to an external agency and will only do so with the consent of parents.

Staff Training

- College staff will be provided with regular special educational needs training.
- Training will be provided by the most appropriate person which may be the SENCO, another appropriate member of College staff or an external trainer.
- All training resources are saved on the College network and are accessible to all College staff.

SEN Register

- A register exists for each year group and is maintained by the SENCo.
- Pupils on the register are categorised as (K) Supported pupil or (E) Education, Health and Care Plan (EHCP).
- The SEN Register is available through SIMS and is accessible to all College staff.

- The SEN Register is a fluid document that is constantly updated and the numbers of pupils on the register and the information contained will be subject to change.

Complaints

- If a parent has a complaint about a special educational needs matter, s/he should follow the procedures laid down in the College's Complaints Policy.

This policy was adopted by the Governing Body in January 2024. It will next be reviewed in January 2025.