

**NEW RIVER COLLEGE  
SPECIAL EDUCATIONAL NEEDS POLICY**

**In accordance with Children and Families Act 2014.**

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## Principles

New River College Policy for Special Educational Needs is underpinned by the following principles:

- To ensure that students with special educational needs are identified, assessed and provided for via a broad, balanced and differentiated curriculum which ensures progression and is appropriate to age, ability and aptitude
- A commitment to ensuring the highest possible quality of educational provision for all children with Special Educational Needs.
- That all children must have equality of opportunity within the full range of the service's provision
- That Parents/Carers are equal partners in the education process and must be offered the opportunity to participate in discussion and action plans for their child.
- All relevant adults will take corporate responsibility for the appropriate provision for pupils with Special Educational Needs

## Aims

Children with SEN may be educated in a variety of locations and must have equal opportunities within the full range of the service's educational provision, New River College is committed to providing a coherent continuum of identification assessment and provision, and creating an educational environment in which all pupils have the opportunity to access appropriate teaching and learning.

New River College aims to:-

- Ensure that the statutory duties are met for students with Education Health Care Plans
- Ensure every child achieves their potential regardless of special educational needs
- Ensure that students are enabled to become independent, resourceful and resilient learners
- Provide a partnership between the pupil, their Parents/carers, New River College and the SEN team in Islington
- Ensure that the views of the individual student are considered when determining the nature of provision made for the student
- Ensure the SENCO has the time and resources needed to fulfil the demands of the role
- Ensure students are referred for statutory assessment in a timely and efficient way
- Pupils should have access to a broad, balanced and differentiated curriculum which ensures progression and is appropriate to their age, ability, aptitude and special educational needs.
- Ensure the SEN Code of Practice is given due regard
- To ensure that educational entitlement of pupils with Special Educational Needs is not constrained by age, gender, race, or individual needs

The Special Needs Policy is rooted in the service's Mission statement.

This policy will contribute to the objectives by informing practice and culture in New River College. It will provide a reference framework for students, Parents/Carers, staff and the Management Committee and its periodic review will drive the improvement of SEN provision on student outcomes and inclusion.

## Practice

### The Revised Code of Practice

The revised code sets out the statutory framework for SEN and the principles which LEAs, governing Bodies and Schools must follow. The Revised Code places a greater emphasis on parent partnership and the consideration of the views of pupils.

The four areas of need are:

- Communication and interaction
- Cognition and learning behaviour
- Emotional and social development
- Sensory and/or physical needs

It promotes collaborative, multi-agency models of working.  
It strengthens the 'inclusion' message.  
It describes a graduated response to pupil needs.

## PART I

### Basic information about the school's special education provision

#### SEN Coordination

The SEN Coordinator's (SENCO) primary responsibilities include:

- Overseeing the day-to-day operation of New River College's SEN policy and to ensure that the framework of the Revised Code of Practice is implemented
- Having overall responsibility for the monitoring of assessment and provision for SEN pupils
- Liaising with and advising fellow teachers
- Coordinating provision for students with special educational needs
- Overseeing and maintaining the records on all students with Education Health Care Plans
- Ensuring that pupil passports and SEN support plans are written, monitored and reviewed
- Liaising with Parents/Carers of students with special educational needs
- Contributing to the in-service training of staff

- Liaising with external agencies

### SEN Specialisation

- New River College specialises in provision for pupils with medical, emotional, behavioural and social difficulties. It also provides for those pupils with a wider range of difficulties including Attention Deficit Hyperactive Disorder, Autistic Spectrum Disorders, Specific Literacy Difficulties (Dyslexia) and Developmental Co-ordination Disorder (Dyspraxia).

### Facilities

- The service provides facilities for the support and teaching of individuals and small groups
- Where appropriate the service will provide additional access to computers
- There are facilities for access by wheelchair

## PART II

### Information about New River College's policies for the identification, assessment and provision for all students with special educational needs

#### Allocation of Resources

- Teaching Assistants are appointed according to the hours of support required by Education, Health Care plans. **Islington do not specify hours, therefore** learning support assistant appointments are made according to the needs of the pupils using the banded funding provided
- The Head of Centre ensures that pupil passports are up to date and reviewed regularly, appropriate targets set and that Parents/Carers and pupils are informed of any arrangements for SEN pupils
- Staff notify the SENCO of any new concerns regarding special educational needs via a Nature of Concern Form (Appendix 1)
- Baseline Assessment information is used to identify need, to inform teachers in their planning and differentiated teaching and enable teaching assistants to support appropriately
- Human resources are allocated primarily according to need and to the provision detailed in the Education Health Care Plans of students. Under the direction of the SENCO, the team members will ensure students receive their statutory provision.
- Other human resources, are requested by the SENCO depending on the pupil's need.
- Teachers are supported by the SENCO to differentiate for students with Education Health Care Plans and to enable them to meet Pupil passport targets. Through whole-staff training, targeted training and guidance documents, the SENCO supports all teachers to differentiate and provide for all SEN students.

- Wave 1 – Quality First Teaching: teachers differentiate their teaching and work closely with Learning Support Assistants to make appropriate provision that enables individuals or groups of pupils to learn and participate effectively in curriculum and assessment activities
- Wave 2 – The SENCO arranges and delivers time limited, tailored intervention programmes for pupils who are making inadequate progress in spite of differentiated classroom teaching.
- Wave 3 – A range of intervention programmes are available for students with specific needs. Pupils may be taught individually to work on targets set out in their pupil passports.
- A provision map is in place for the SENCO to analyse student data and need, inform the deployment of resources and evaluate the impact of provision and intervention. Data sources include prior attainment data (previous school and baseline assessment), termly test and/or teacher assessment data, reading and spelling age data, Pupil passports, target success rate data and behaviour target achievements. The SENCO leads analysis and evaluation of data with the SEN Team each term.

The Heads of Centre:-

- oversee the curriculum for the school including that for pupils with SEN
- deploy staff as necessary, including support staff for SEN pupils
- Liaise with the SENCO to ensure that this policy is implemented effectively
- Introduce procedures for evaluating the effectiveness of the policy
- Report on the effectiveness of the policy to the Management Committee

Subject Teachers:-

- gather information to make ongoing assessment of the pupil's special needs
- ensure that planning and teaching is differentiated appropriately to meet the needs of each pupil
- contribute to and participate in the review of PUPIL PASSPORTSs and target setting.  
Monitor, review and assess progress.

Learning Support Assistants

- Listen to and observe the pupil in order to identify and notify additional needs not already provided for
- Read and explain words and terms or scribe for pupils who have difficulty in these areas, which may include reading and scribing in exams
- provide frequent feedback and encouragements as necessary to enable pupils to complete tasks
- Encourage appropriate behaviour
- Provide support as requested by the teacher or SENCO to enable the pupil to have maximum opportunity to access the curriculum

## Identification and Review of Students' Needs

Students with SEN are identified and monitored through:-

- previous school records
- additional findings from the Baseline Assessment process carried out by the Rapid Response Team. (See Assessment Policy and Baseline Assessment Policy).
- Current assessment test results
- Coursework
- National Curriculum levels
- Records – medical, academic etc from other agencies and settings
- Concerns expressed by Parents/Carers, teachers, other adults or the pupils themselves
- These students are placed on the centre's provision map, and over the course of their integration into the service, data continues to be collected to inform requirements for additional provision
- All adults working with the pupil will be made aware of any special educational needs prior to the pupil attending lessons Students with SEN are initially identified from previous school records and additional findings from the baseline assessment process carried out by the Rapid Response Team. (See Assessment Policy and Baseline Assessment Policy). These students are placed on New River College's provision map, and over the course of their first months at the school, data is collected to inform requirements for additional provision
- All adults working with a pupil with an Education Health Care Plan will be aware of the objectives of the Education Health Care Plan and the targets set to achieve progress towards these objectives
- All adults working with the pupil will be made aware of any special educational needs prior to the pupil attending lessons
- Pupil Passports will be formulated from the evidence available from the initial assessment, previous school records and, where applicable, the pupil's Education Health Care Plan and contributed to by all relevant adults and the pupil him/herself
- Identification of students with SEN also takes place by teachers who subsequently inform the SENCO who is then able to look in detail at individual student cases to make a decision, or refer to external professionals for advice.
- The SENCO has a programme for ongoing observation and assessment of students and teaching. Feedback is provided to teachers, Parents/Carers and students about student progress and achievement on the outcomes of this programme.
- The SENCO is also available for contact by Parents/Carers whom are concerned about their child's progress or who may believe their child has not been identified

with Special Educational Needs

- All students entering the service are identified as being on school support (K Code). Adequate progress is defined as progress that, for instance:
  - Closes the attainment gap between the student and the student's peers
  - Prevents the attainment gap growing wider
  - Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
  - Matches or betters the student's previous rate of progress
  - Ensures access to the full curriculum
  - Demonstrates an improvement in self-help, social or personal skills
  - Demonstrates improvements in the student's behaviour
  - Is likely to lead to appropriate accreditation
  - Is likely to lead to participation in further education, training and/or employment.
- If progress is inadequate, action will be taken above and beyond that which is taken by teachers as part of their everyday practice. The triggers for provision could be the teacher's or others' concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:
  - Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
  - Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
  - Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
  - Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
  - Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
  - If the student's progress remains inadequate at New River College's, the SENCO will consider a statutory assessment. Should the SENCO decide that this is appropriate he/she will commence the process using guidance from SEN team in Islington and that in the SEN Code of Practice

### **Pupils with Education Health Care Plans**

- A pupil's Education Health Care Plan is reviewed at least annually but more frequently should the necessity arise
- To prepare the report the SENCO seeks advice from Parents/Carers, teachers, learning support assistants and any professionals or others working with the pupil
- The school reports on the pupil's progress towards meeting the objectives in the Education Health Care Plan and the targets established to meet those objectives
- The review considers the continued appropriateness of the Education Health Care Plan, any amendments to the Education Health Care Plan and whether the Education Health Care Plan should continue or cease to be maintained
- The final report of the review is used to inform planning for the following year

- If a student makes consistently adequate progress and no longer requires SEN provision, the SENCO may recommend that an Education Health Care Plans be removed with the agreement of Parents/Carers.

### **Curriculum Arrangements**

- It is aimed that all SEN students are taught in main classes and learn the schools' standard curriculum, supported by a learning assistant or SEN Teacher according to need or the provision in their Education Health Care Plan.
- SEN students are sometimes taught in small intervention groups by a Teacher or other professional or a learning assistant in accordance with the wave approach described above. Their literacy and/or numeracy skills and achievement may be addressed by appropriate, personalised programmes designed by the SENCO and/or teachers
- Teaching for a pupil with SEN is appropriately differentiated to address their needs
- Pupils are supported as appropriate by a Learning Assistant
- Teaching strategies will be responsive to different learning styles to enable appropriate, meaningful and effective learning for all pupils
- Assessment and testing are used to the benefit of the learner, to assess progress and to inform future planning
- Targets set for individual pupils are specific, measurable, achievable, realistic and time bound and, in the case of pupils with Education Health Care Plans reflect the objectives of the Education Health Care Plans
- All adults working with the pupil have access to the Pupil passports and are aware of the targets set. They use the pupil passports as a working document that is regularly reviewed and amended
- Pupils are encouraged to accept their share of responsibility in their learning and feel involved in setting targets and reviewing progress
- Parents/Carers are encouraged to be partners in the learning process for their children.
- Advice from other professionals and supporting agencies both within the service and externally will be used supporting agencies will be used as appropriate to enhance the pupil's access to the curriculum

### **Engagement in Activities**

All SEN students have equal access and are integrated into all available school activities.

### **Evaluation by the Management Committee**

The Management Committee appoints a member to assume specific responsibility in the area of special educational needs.

The Management Committee is responsible for:-

- Determining the service's policy on SEN having regard to national and local decisions
- Ensuring that all members of staff are aware of their responsibility to identify and make provision for children with special needs
- Securing, as far as possible, adequate levels of staffing and funding to enable appropriate provision to be made
- Providing an annual report on the school's special education provision and policy to Parents/Carers ensuring that the report contains information on both the allocation of resources and utilization of SEN funding
- The Management Committee review and revise the SEN policy annually and SEN provision is evaluated by the standards committee and full Management Committee each academic year and in line with any changes in the DfES Code of Practice. As required, the Head's report contains a review of SEN provision, informed by the SENCO

### **Evaluating the Success of the Policy**

In evaluating the effectiveness of New River College's provision for pupils with special needs identification of the following will be considered: -

- improvement in reading and spelling ages, basic numeracy and literacy skills and progression in National Curriculum levels (using both formal tests and teacher assessment)
- evaluation of number of pupils who have been reintegrated into alternative educational settings
- data demonstrating improvement in areas of attendance, emotional and social behaviour
- records of meetings with Parents/Carers, pupils and professionals
- observation of appropriate planning and teaching for SEN pupils
- records of Involvement by staff in INSET courses related to SEN issues.
- records of time allocated to planning for pupils with SEN.

### **Complaints**

There is a formal complaints procedure which Parents/Carers of SEN Parents/Carers may follow. Please see the policy on complaints.

**PART III****Information about the school's staffing policies and partnership with bodies beyond the school****In-service Training**

- The SENCO maintains links with other SENCOs through regular meetings and SEN network events for continued professional development
- The SENCO is responsible for identifying training needs and providing or locating training for staff according to the needs of students at all SEN levels.
- All staff working with pupils with special needs are encouraged to attend any relevant INSET.
- Each unit determines the INSET needs of its staff and applies to the leadership team for approval and funding as appropriate

**External Teachers and Facilities**

- Wherever possible the service identifies and locates appropriate external teachers, other professionals and facilities to enable the successful inclusion of pupils with SEN
- Pupils attend vocational courses at other centres

**The Role of Parents/Carers**

- The SENCO endeavours to build positive relationships with the Parents/Carers of all students with SEN and Parents/Carers are able to contact the service and speak to the SENCO when necessary
- At annual review meetings, Parents/Carers of students with Education Health Care Plans are presented with data pertaining to the student's academic progress and their behaviour. Details of the student's provision and any intervention they have received – and its impact – are also provided. Progress against the objectives in the student's Education Health Care Plan is evaluated and agreed adjustments are recommended
- Parents/Carers of SEN students are surveyed annually to obtain their views on SEN provision in order to maintain the high standards of service provided

**Link Schools and Transition Arrangements**

- Whenever appropriate links are made with schools or other settings in preparation for transition from the service
- Preparation for reintegration will be according to the Reintegration Policy

**Links with External Organisations**

The SENCO collaborates with the following services when appropriate to a student with SEN

- The School Nurse visits the centre regularly to give individual help and advice.

- Health – the Health Service contributes to in-service training and delivers sessions to pupils
- Social Services – links with social services help to deliver and obtain information on ways to best provide support to pupils. Case conferences organised by social services are attended by representatives from the service and they send representatives to meeting at the units
- Educational Welfare Service – regular visits are received from the Educational Welfare Officer to monitor attendance and other points of concern
- Advisory Teachers - Advice may be sought from the specialist advisory teaching services for children with sensory impairment, physical or learning difficulties
- CAMHS counselor is provided
- Behaviour Support Team – an outreach team from the BST provides advice and training to staff to deliver the Behaviour and Attendance National Strategy Strand for pupils with behaviour and emotional difficulties
- Representation from Social Services, Health, and the Educational Psychology Service is invited to multi-agency liaison meetings to ensure effective collaboration in identifying and making provision for vulnerable students
- Youth Offending Service

APPENDIX 1

SEN NATURE OF CONCERN SHEET

Date of Notification: .....Referred by.....

Name of Pupil: .....D.O.B.....

Year Group ..... Tutor.....

Previously identified Special Educational Needs:-

Please give a brief outline of your reasons for concern:-

Please indicate the strategies or steps have been taken to assist the pupil:-

What do you think should be the main priority for this pupil?

**Please put any additional comments on the reverse of this sheet.**

Thank you for your help.