



St Thomas More Language College
Serving God, Striving for Excellence
Special Educational Needs and Disability Policy



This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Equality Act 2011
- School Admissions Code, DfE 1st Feb 2012
- Schools SEN Information Report Regulations (2012 & 2014)
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- SI 2012 & 2013 The School Information (England) (Amendment) Regulations
- Statutory Guidance on supporting students at school with medical conditions April 2014.
- JCQ Access Arrangements, Reasonable adjustments and Special Consideration

This policy should be read in conjunction with all other relevant College policies.

Statement of Entitlement: At St Thomas More Language College we aim to enable all students with Special Educational Needs and Disabilities (SEND) to reach their full potential and to be fully included in the life of the school community.

All teachers are teachers of students with SEND and high quality personalised teaching is the key to ensuring students achieve their potential.

Aim: St Thomas More Language College is committed to raising the aspirations of and expectations for all students with SEND by providing a safe, supportive and nurturing environment, with a clear focus on positive outcomes through tailored programmes of support that aid progress. We aim to ensure all students, with or without SEND are happy and supported in school, to enable them to achieve their academic targets, whilst also ensuring their personal development and well-being.

Objectives:

- To identify and provide for all students with SEND to enable them to access the curriculum as appropriate to their age and ability.
- Be aware of the need of all students who may develop SEND during their time at STMLC and adapt to meet their needs.
- Identify the SEND requirement of students joining STMLC and plan appropriately for their needs.
- Following guidance provided in the SEND Code of Practice 2014
- Ensure all teaching staff are aware of the SEND of students and regularly assess their progress
- Provide support and advice for staff working with students who have SEND
- Engage with outside agencies to provide strategies, resources and support to help staff meet the need of SEND students.
- Build and maintain a partnership with parents and students so that support is appropriate to their needs. Definition of SEN: A learning difficulty or disability which requires for special educational provision to be made for the young person.

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A child of compulsory school age or a young person has a learning difficulty if s/he:

1. Have a significantly greater difficulty in learning than the majority of others of the same age.
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2. Has a disability which prevents or hinders him/her from making use of facilities generally provided for others of the same age in mainstream schools - SEN Code of Practice (2014)

Definition of Disability: Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

a) The kinds of SEND for which provision is made at STMLC

We make provisions for all kinds of frequently occurring SEN without an Educational, Health and Care Plan – eg: dyslexia, speech and language needs, ASD, learning difficulties and social and emotional difficulties.

St Thomas More Language College also currently meets the needs of students with an Educational, Health and Care Plan (EHCP) and decisions on the admission of these students are made in liaison with the Local Authority.

The admission arrangements for students without an EHCP do not discriminate against or disadvantage students with identified SEND.

b) Identification and assessment of students with SEND

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) students are identified as either have no SEN; having SEN with support (“Targeted”); or as having SEN with an EHCP.

As St Thomas More Language College we constantly monitor and review progress of all students, as well as collecting and analysing more formal data at least three times a year. We also use some standard assessments with all students including CATS, and where necessary do additional numeracy, reading and spelling assessments.

Where progress is insufficient, even if SEN has not been identified, teachers are able to provide additional support to help a pupil to catch up. Where further intervention is needed, we provide additional support via the Learning Support Department and its team of Specialist Teachers and Learning Support Assistants.

This may include in-class support, before/after school support, small group teaching, or individualised support for identified students.

If, despite high-quality teaching tailored to their areas of weakness a pupil continues to struggle, in consultation with parents/carers, we will use a range of assessment tools to determine the possible cause of the learning difficulty. We commission a range of outside agencies to help us provide a high level, intensive assessment and intervention programme to identified students. St Thomas More Language College buys in support from an Educational Psychologist who is able to use a range of specific cognitive assessment tools.

Detailed assessment will suggest what additional resources and different approaches may be required to enable the student to make better progress. These will be shared with parents and will inform a SEND support plan which will be reviewed regularly and refined /reviewed as necessary. At this point, the pupil is

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identified as having SEN as the College is making special educational provisions for the student which is additional and different to what is normally available. The student will be named on the St Thomas More Language College SEN register.

The status will be regularly reviewed, depending on whether the pupil will continue to made good progress without the additional provision. Parents are informed of any change in SEND status identification.

All teachers and support staff who work with the student will be made aware of the support provided and the teaching approaches to be used.

c) Making provision for students with SEN, including:

d) Evaluating effectiveness of its provisions for SEN students: At the end of each termly intervention period, views will be gathered from student, parents (as relevant) and teachers, along with assessment information to measure levels of progress.

The SEN Code of Practice (2014, 6.17) describes inadequate progress as:

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- 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
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For students with or without an EHCP there will be at least one annual review of the provision to enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness is available to the governing body.

ii) Assessing and reviewing the progress of SEN students: All St Thomas More Language College students have their progress tracked at least three times each year. In addition, SEN students at KS3 will have assessments of reading, numeracy and spelling. Using these, will monitor whether students are increasing their level of skills in key areas. If progress in these areas is not adequate, after consultation with the subject teacher, the SEN support and intervention plan will be reviewed and adjusted.

iii) Approach to teaching students with SEN:

'High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. School should regularly, and carefully, review the quality of teaching for all students, including those at risk of under-achievement. 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.' (SEN Code of Practice 2014, 6.37)

Having identified a student with SEN, we follow the guidance from the Code of Practice of "Assess, plan, do and review". We employ some additional teaching approaches including 1:1 tutoring, mentoring, small group work, use of ICT software learning packages, and additional in-class support. If, and when required, this can include adapting the curriculum and the learning environment to create an inclusive package for SEN students. We incorporate the advice provided from internal or external assessments, and the strategies described in EHCPs

Decisions on changes to curriculum or learning environment are taken by the Senior Leadership team based on all the information available, and taking account of the individual needs of students.

iv) Additional support available to SEN students: As part of the budget, we receive “notional SEN funding”. This is used to ensure that the quality of teaching is at least good, and there are resources to deploy additional and different teaching for students needing SEND support. The amount of support required for each student to make good progress is different, and a range of interventions are offered. In a very few cases, a very high level of resources is required. The funding arrangement requires that STMLC provides up to £6,000 per pupil/year. Above that amount, application is made to the Local Authority to provide top up.

All clubs, trips and activities are available to all students at STMLC. Where necessary, the College will use the resources available to provide additional adult support to enable safe participation of all students.

v) Improving social, emotional and mental health development of SEN students: Importance is placed on developing emotional resilience and social skills for all students. This occurs directly through usual school activities, and indirectly with every interaction adults have with students. The pastoral system supports these aspects, and in addition, mentoring and counselling is available if appropriate. For students with SEN this is included in their interventions if required. This may include additional and different resources. Interventions such as “Thinking about language” or Lego Therapy may be implemented.

d) Involvement of parents/carers of students with SEN: All parents/carers are invited to discuss their child’s progress at a Parent-teacher meeting once a year. The SENDCO is always available at these meetings. In addition, progress reports are given through tracking, and on at least 2 occasions, parents will have an opportunity to discuss progress with a member of the Learning Support department. Also we are happy to arrange meetings outside these times if requested. A full school report is issued at the end of the year. A report informing parents of the progress their child has made towards their SEN target is sent at the end of the summer term.

Parents /carers of students with an EHCP will be invited to contribute to and attend an Annual Review, which wherever possible, will also include other agencies involved with the student. Information will be made accessible for parents – and parents are encouraged to request any additional support which will be helpful to them.

e) Consultation and involvement of pupil with SEN: Having been involved in the identification of their SEN, the students will be consulted on the arrangements made for them, and the targets being set. This is part of “person-centred planning”. Parents/carers are likely to play a more significant role in the childhood years, with the young person taking greater responsibility and acting with greater independence in later years. At all times, parents are encouraged to be involved in the planning and implementation of the provision.

f) Supporting students with SEN at phase transfer: We work closely with educational settings used by students before they transfer to STMLC, in order to seek information to make transition less stressful. Contact is made with all primary schools involved, and for larger feeder-schools, a member of STMLC will visit the primary setting. For students with an EHCP, the SENCO will attend the Year 6 Annual Review if possible, or otherwise arrange to visit the primary school and meet with parents. Additional visits to meet individual students prior to induction days, and further in-school visits will be timetabled for students felt to be in need of a more comprehensive induction programme.

We contribute information to a student's onward destination by providing information to the next setting. Teaching staff, pastoral team, and Learning Support staff work to ensure that all students have a clear path forward upon leaving STMLC at Year 11. For students with SEN, close liaison and joint visits to the new institution are made if required.

g) Contact details of the SENDCo: Ms J Athaide: jathaide.207@lgflmail.org

Ms Athaide is line managed by the Asst Headteacher, Inclusion Manager – Ms E Pape

h) Complaints from parents of students with SEN concerning the provisions made at STMLC: The usual arrangements for the treatment of complaints at STMLC are used for provisions made for SEN. We encourage parents to discuss their concerns with the child's form tutor, subject staff, PAL or SENCO initially. Parents are then advised to contact the Inclusion Manager or Headteacher.

There are some circumstances, usually for students with an EHCP, where there is a right for parents to appeal against a decision of the Local Authority. Complaints which fall within this, cannot be investigated by the school

i) Local Authority Local Offer: The Local offer for each borough is accessed through their website.

Royal borough of Kensington and Chelsea: <https://www.rbkc.gov.uk/localoffer>

Westminster borough: <https://www.westminster.gov.uk/special-education-and-additional-needs>

Parents without internet access should make an appointment with their child's PAL or the SENDCO for support to gain the information they require.

Person responsible for Policy:	J Athaide SENCO
Policy agreed:	September 2019
Policy to be reviewed:	September 2020