

Impington Village College

Policy on the Identification and Assessment of Students with Special Educational Needs

(currently being updated)

1.0 INTRODUCTION

- 1.1 Impington Village College aspires to provide students with special educational needs with an education that allows them to fulfil their potential by recognising their individual differences, accepting their strengths and weaknesses and by enabling them to value themselves and others. The College strives to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations. A broad and balanced curriculum is offered to all students with well established systems for early identification of barriers to learning and participation.

2.0 DEFINITIONS

- 2.1 The College has accepted the definition of special educational needs stated in the Code of Practice (2001). "Students have special educational needs if they have a *learning difficulty* which calls for special education provision to be made for them."

Students have a *learning difficulty* if they have:

- (a) "a significantly greater difficulty in learning than the majority of students of the same age."
- (b) "have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age."

Special educational provision means:

"educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age".

3.0 IDENTIFICATION AND ASSESSMENT

- 3.1 The College is committed to the early identification of students who have special educational needs.
- 3.2 As recommended in the Code of Practice and in line with LA policy. IVC adopts the graduated approach to SEN and recognises that there is a continuum of needs.
- 3.3 *School Action:* College staff identify that a student has special educational needs and subject teachers, in consultation with the Special Needs team, devise interventions additional to or different from those provided as part of the College's differentiated curriculum. Subject teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme.

School Action Plus: if adequate progress is not made after a substantial period of intervention and review subject teachers and the Special Needs' team, in consultation with parents, ask for support from external services. Teachers are provided with advice and support from outside specialists and additional or different strategies to those at School Action are put in place. The Special Needs team takes the lead in any further assessment of the student, planning future interventions and monitoring and reviewing the action taken.

Statutory Assessment: in a very few cases it may be necessary for the College to consider, in consultation with the parents and any outside specialists involved, whether a statutory assessment should be requested. The College uses LA guidance to help make any such decisions. If the student's needs are considered to be severe, long term and complex, a statement of special educational needs may be issued by the LA.

3.4 To support the planning for students with special educational needs the College collects information on individual students from a variety of sources

- Information from feeder schools is collected through informal discussion, sharing of school files and details of National Curriculum levels and/ or Key Stage 4 accreditation
- In the autumn term all Year 7 students take the standardised reading and spelling tests
- Midyis (Year 7) and Yellis (Year 10) tests also contribute to the assessment picture
- Information is also drawn from other sources such as the Fisher Family Trust and PASS
- Students with special education needs or whose progress is raising concern can also be assessed by the Special Needs team, using a number of diagnostic assessments that provide detailed analysis of a students' underlying abilities and difficulties
- If further assessment is required specialists from the LA can be asked to help identify and implement strategies

3.5 The Special Needs team monitors student progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour and emotional and social development and sensory and or physical development. The progress of students is continually monitored using reviews of targets set, level descriptions in core subjects of National Curriculum at the end of key stages and annually using standardised tests.

- 3.6 The SENCO uses this information to compile the Special Needs register and 'Thumbnails' and maintains the Sims.net Special Needs database. These are published annually and distributed to all staff. The register is reviewed half termly and updates are passed to Faculty Leaders

4.0 PROVISION

- 4.1 Like all learners, students with special educational needs need frequent opportunities to practice their skills and to develop their knowledge and understanding within a secure and flexible learning environment. All students are entitled to access a broad, balanced and relevant curriculum, including the National Curriculum.
- 4.2 Faculties make provision for students with special educational needs through careful planning of activities that recognise that all students benefit from access to a variety of teaching and learning styles. Classroom environments offer appropriate support; students are involved in reflecting on their progress and teacher expectation is high.
- 4.3 The Special Needs team provides additional or different provision for students with special educational needs. We have developed particular expertise in working with students with physical disabilities although the College also has substantial experience in supporting students with a wide variety of needs. In the Sixth form, the IDEAL course provides high quality provision for students with moderate learning difficulties. A wide range of opportunities are available at Key Stage 3, 4 and for sixth form students.
- 4.4 IVC has three resource bases specifically equipped to support students with special educational needs in their learning.
- 4.5 The purpose-built Pavilion and IDEAL unit has facilities to meet the needs of students with physical disabilities. Specialist Equipment includes hoists, physiotherapy room and personal care facilities.
- 4.6 Additional equipment will be provided for individual students in line with professional assessments of the young person's needs

5.0 PARTNERSHIPS

- 5.1 The College encourages students to participate in their learning, Students are
- a) part of the decision making process
 - b) included in setting their targets

c) included to contribute to the review procedure and to attend reviews

5.2 The College works closely with parents, listens to their views and recognises that their involvement and support is vital to the success of the education of students with special educational needs. We promote a culture of cooperation and will always seek constructive ways of reconciling different points of views.

Parents are

- Encouraged to discuss any issues and concerns with the Special Needs team
- Always kept informed of any additional or different provision being given
- Invited to contribute to and attend any review meeting about their child
- Aware of targets set for their child, the progress being made and appropriate strategies which will help in College and at home
- Informed about the Parent Partnership Service so that they can obtain advice, information and support
- Able to have access to appropriate special educational needs records for their child

5.3 Professionals - Advice and support from specialist agencies is in place to ensure provision meets the needs of students.

6.0 MONITORING AND EVALUATION

6.1 The effectiveness and implementation of provision is continually monitored, evaluated and reviewed.

6.2 In addition it is recognised that systematic observation, staff performance management systems, and careful tracking of student progress will enable us to plan for improvement and target resources efficiently.

7.0 TRANSFER AND TRANSITION

7.1 The College welcomes all students and makes sure that appropriate provision is made to meet individual needs. Procedures are in place to ensure that, as far as possible:

- (i) liaison between staff in different phases and from year to year within the College is of a high quality.
- (ii) recording and communication systems enable us to have effective future planning opportunities.

7.2 The Work Related Lead Teacher works with the SENCO to liaise with post-16 provision

- 7.3 The Director of Sixth Form and the IDEAL Co-ordinator liaise with parents and students of post-16 age, external agencies such as Connexions, etc.

8.0 RESOURCES

- 8.1 Additional funding is provided by the LA to purchase up to 23 places for students with physical disabilities
- 8.2 Students with statements of special educational needs receive central funding from the LA to supplement that provided by the College
- 8.3 The provision of additional support is made as appropriate from the College's budget
- 8.4 A proportion of the College's budget (AEN funding) is allocated to resource new statements and students requiring intensive support

9.0 SEN CONTACT FOR PARENTS

- 9.1 The College recognises that students with special educational needs are the responsibility of all staff. The SENCO is Sharrone Horlock, she can provide information about facilities and provision for young people attending the main College.

For information regarding the IDEAL Sixth Form provision, parents should contact Anne Shepherd.

Nick Morley, the Leader of Inclusion can be contacted in their absence.

10.0 PROCEDURES FOR CONCERNS

- 10.1 Complaints about the special education provision for students will initially be handled by the SENCO. If the matter cannot be resolved the Complaints procedure as for any other complaint will be followed. A copy of the procedure can be obtained from the College website or reception.

Appendix

- For further information about the local authority's SEN policy please refer to Education and Learning Category, Special Educational Needs section