

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

*This policy applies to the whole college, including boarding, and is publicly available at natmatci.ac.uk.
Hard copies and accessible formats are available on request from the College Office.*

Legal Status: Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

Applies to: The whole college including boarding.

Monitoring and Review: This policy is subject to continuous monitoring, review and refinement by the Principal. The Proprietors will undertake a full annual audit of the policy, its procedures and the efficiency of the associated policy systems. This review will be documented in writing and any deficiencies identified by the Proprietors will be remedied immediately. The policy may be reviewed earlier than the date given below, if significant changes to the systems and arrangements of the College take place, or if legislation, regulatory requirements or best practice guidelines so require. All College Staff will be informed of any updates or amendments made to this policy.

Signed:



Antonia Giovanazzi
Principal



Dr Elizabeth McFarlane
Proprietors' Nominated Person

Date of policy adoption: September 2017

Date of next review: January 2020

INTRODUCTION

Directors and staff at The National Mathematics and Science College are committed to the belief that every student has the right to a broad, balanced and relevant education and can access the full range of the curriculum. The College welcomes diversity and seeks to help each student reach their full potential. In accordance with the Special Educational Needs and Disability Code of Practice 2014 (Department of Education), a child of compulsory school age or a young person has a learning difficulty or disability if they:

- has a significantly greater difficulty in learning than most others of the same age, or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

A student has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age. SEN provision comes under four main areas of need defined by the Code of Practice; Communication and interaction, Cognition and learning, social, emotional and mental health difficulties, and Sensory and/or physical needs.



In its commitment to each student, the College aims to:

- ensure students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether employment or further education.
- ensure that statutory requirements are met in relation to special educational needs.
- ensure that staff are aware of the College's policy and implement it consistently, to promote continuity of approach and progress.
- train and support college staff, directors and parents in special educational needs issues.
- listen to and inform the student and their parents when identifying, assessing and providing for their needs.
- ensure that all students have access to an appropriately differentiated curriculum and that different needs are catered for and met.
- ensure that appropriate resources are provided and utilised in accordance with the principles of best value.

RESPONSIBILITIES

(i) The Directors will:

- receive an update of special educational needs issues annually at a meeting of the full governing body.
- ensure that the special educational needs policy is reviewed as appropriate.
- appoint a Director with responsibility for special educational needs to support the work of the SENDCO.

(ii) The special educational needs and disability co-ordinator (SENDCO) will:

- co-ordinate provision for students with special educational needs.
- liaise with staff, students and parents over special educational needs issues, working closely with teachers.
- advise staff on appropriate strategies to be used with individual students.
- oversee records of a student's needs and the special educational needs provision made, and in conjunction with the teachers, monitor progress.
- work with staff, students and parents to formulate, review and implement a student's support, recommended teaching strategies and Individual Educational Plan.
- liaise with external agencies.
- advise on training needs for all staff as required.
- monitor the provision made for students with special educational needs.
- liaise with the examinations officer regarding students who require exam access arrangements.
- act as line manager to the specialist teacher, oversee and direct the support offered.
- ensure statutory duties are met such as reviews of statements.

(iii) The Principal will:

- act as the line manager to the SENDCO.
- oversee staff co-ordination of the implementation of the special educational needs policy.
- report to the appropriate Director's committee on special educational needs issues.
- liaise with external agencies.



IDENTIFICATION AND ASSESSMENT

Students are identified as requiring special educational needs support either through the admissions process or further into their career at NMSC. This section describes the process in these two instances.

Identification at Admission

Students with special educational needs are admitted to the College in a similar manner to other students, based on meeting admissions criteria. The college admission form also encourages parents to pass on relevant information. The SENDCO will arrange to liaise with the student and the parents to ascertain whether the student's SEN can be effectively supported in the classroom with staff and student strategies put in place, or whether additional support will be needed. For students with a Statement of Special Educational Needs or an Education Health and Care (EHC) plan who are transferring schools we will work together with all relevant parties to ensure that the transfer arrangements are met.

Identification whilst at NMSC

Staff, students and parents are all encouraged to make a referral to the SENDCO if they feel that additional learning support is necessary. Staff will refer students to the SENDCO for a wide range of issues including difficulties making the required level of progress, issues regarding concentration/organisation, handwriting or spelling difficulties, social/communication issues or physical needs. Regular timed assessments also help to identify difficulties and staff are encouraged to send specimens of student's work to the SENDCO to help ascertain whether additional support is required.

Monitoring the progress of students with special educational needs

Regular assessments are used to monitor every student's progress and thereby identify their needs. The College has both subject and whole college assessment policies.

Regular assessments are made by the subject teacher including baseline assessments in: class assessments, termly profile grades and college exams. These are recorded by the teacher and college data systems year-on-year, thereby enabling progress to be monitored and further action to be taken.

Staff training is undertaken by specialist agencies when possible.



Levels of provision at NMSC

There are three levels of learning support offered to students at NMSC: College support, Special Educational Needs (SEN) support and Education Health and Care (EHC) plan.

Many students who are referred to the SENDCO are given effective provision at the college support level, where classroom teachers are given strategies to provide most of the support to the student. There are, however, instances where a differentiated approach in lessons is not enough to support a student's special educational needs, and in these instances as student will be categorized as needing SEN support. Where a substantial level of support is required, an EHC plan may be drawn up, to effectively map out provision for the student.

i) College support

Many learning difficulties can be supported effectively through high quality teaching which engages and motivates students yet differentiates accordingly. As such, the College recognises that a differentiated curriculum is necessary to accommodate the diverse learning needs and styles of students, and that this is the responsibility of all staff. At this level, the student will occasionally work with the SENDCO or specialist teacher to develop strategies for both the student and their classroom teachers, and these are communicated to parents and staff. Occasional one-to-one support can be offered when necessary by the specialist teacher.

ii) SEN support

If further concerns about a student's lack of progress in the differentiated curriculum are raised, additional support may be provided, coordinated by the SENDCO. Following consultation with the student, their parents and staff, additional support will be agreed, identifying strengths, weaknesses and key strategies to support learning. Provision can be made for exam access arrangements following the JCQ guidelines with the correct evidence in place.

In some cases, and after consultation with student and parents, the SENDCO will liaise with external agencies to further support the student's learning and progress. The College uses the Educational Psychologist, special educational needs governor and specialist medical personnel as necessary to offer expertise and advice on alternative arrangements. The advice given will be used to adapt and develop teaching strategies or individual education plans.

iii) Education Health and Care (EHC) plan

When evidence suggests a student is still not making progress despite being supported at the SEN level and the student meets the criteria for an EHC plan, the college will apply for an EHC plan after consultation with the student, parents and staff. The College will use external agencies and an updated Individual Education Plan, with revised targets and strategies, will be drawn up. The student will receive support as directed by the Statement and the Individual Education Plan and this support will be reviewed each term, with an annual review as directed by the EHC plan. Appropriate training and communication will be offered to teaching staff. The College admits students who already have EHC plans or Statements and makes appropriate arrangements for their support. The College will work closely with other agencies who have access to the student's EHC plan.