

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

*This policy applies to the whole college, including boarding, and is publicly available at [natmatsci.ac.uk](http://natmatsci.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:

  
Dr Andy Kemp  
Principal



Dr Elizabeth McFarlane  
Proprietors' Nominated Person

**Date of policy adoption: September 2017**

Date of 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 will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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 medical 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. These assessments are reviewed at the weekly leadership meetings. Concerns regarding students' progress, behaviour and social skills are recorded by teaching staff and residential staff onto the College Axis System.

Staff training is undertaken by specialist agencies as necessary.



## **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 a 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 specialist medical personnel and the proprietor's nominated person 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.



## Building and Access

The College is a two-storey building with a lift. The laboratories were designed to allow wheelchair access.

## Gifted and Talented Students

For those students considered to be gifted in a specific area, or areas, subject staff are asked to use their professional judgement in conjunction with appropriate assessment tasks, e.g. projects, investigations, to make this decision. Subject staff are asked to assist in monitoring the student's work to ensure potential is being reached. Teaching strategies which enable differentiation by outcome, widely in use, should ensure the most able students are stretched.

## Complaints procedure

Any parents or students who wish to be concerned about the provision made for that student should first contact the SENDCO. If the matter remains unresolved then the College's complaints procedure can be followed. If the complaint about provision concerns external agencies, then the SENDCO will liaise with the parents to follow the external agencies complaints procedure.



## DISABILITY STATEMENT

1. When applicants are identified as having a disability, information from their medical forms will be sent to the appropriate member of the senior Leadership Team as determined by the applicant's age, SENDCO and any relevant departments.
2. The SENDCO will contact the applicant and / or parent / guardians of the applicant to ask whether they require information about access to the school and facilities.
3. If appropriate, the SENDCO will arrange for the applicant to visit the school and meet with the SENDCO, the appropriate member of the Senior Leadership Team and the Financial Controller.
4. Prior to this meeting, the SENDCO will provide information about the rooms to which the applicant would require access. The school will also consider what reasonable adjustments can be made in order to accommodate any disability during the visit.
5. The applicant with his/her parent/guardian and the member of staff mentioned above will visit the site and inspect the level of access. The school will consult with parents/guardian(s) and the applicant as appropriate to see what additional support the applicant may need.
6. The SENDCO and the Financial Controller will then liaise regarding:
  - 6.1 the feasibility of improving access to the college site
  - 6.2 the possibility of making reasonable timetable adjustments to increase access
  - 6.3 the cost of works required will be taken into account
7. On assessing the need for any adjustments or alterations, the site team, if necessary, may consult with specialist external agencies.
8. If the student accepts an offer of a place in the college, the site team will provide a timetable for completion of any necessary alterations and communicate this to all parties.
9. At a later date, the student may also suggest or request further minor alterations by direct contact with the identified member of the Senior Leadership Team. The school will consider such requests in accordance with their duties under the Equality Act.



# Exam Access Arrangements

## 1. Introduction

- 1.1. The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for qualifying candidates preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- 1.2. They are arrangements which must reflect a candidate's "normal way of working" within the school setting.
- 1.3. The National Mathematics and Science College recognises that some students will meet the criteria for access arrangements in exams, due to specific difficulties, for example, below average processing speed or working memory, slow or poor handwriting, a disability or medical condition.
- 1.4. In putting access arrangements in place, the College is bound to comply with the Equality Act 2010 and with JCQ (Joint Council for Qualifications) Regulations. The College is therefore only able to put access arrangements in place where:
  - 1.4.1. These arrangements are specifically recommended in a formal report carried out by a suitable qualified specialist assessor, an Educational Psychologist or a medical practitioner, and
  - 1.4.2. where such an arrangement is supported by college based evidence as the candidate's normal way of working.
- 1.5. The JCQ publish a deadline for submitting such an application each year. JCQ adjusts its regulations periodically and the college is bound to comply with the current regulations.
- 1.6. The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

## 2. Definitions

- 2.1. The definition of a disability for these purposes is defined in Section 6 of the Equality Act 2010 as a "physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities".
- 2.2. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:
  - 2.2.1. The needs of the candidate;
  - 2.2.2. The effectiveness of the adjustment;
  - 2.2.3. The cost of the adjustment; and
  - 2.2.4. The likely impact of the adjustment upon the candidate and other candidates.



- 2.3. An adjustment will not be approved if it:
  - 2.3.1. Affects the security and integrity of the assessment, or
  - 2.3.2. Involves unreasonable time frames.

### 3. Examples of Access Arrangements

- 3.1. The following are examples of arrangements which may be used where appropriate in exams, in accordance with JCQ regulations. It is not an exhaustive list of exam arrangements:
- 3.2. An application must be made and approved by the JCQ on *Access Arrangements Online* by the published deadline, for:
  - 3.2.1. Extra time
  - 3.2.2. A reader
  - 3.2.3. A scribe
  - 3.2.4. Modified papers
- 3.3. The following arrangements may be granted at the discretion of the college and therefore do not need to be approved by *Access Arrangements Online*. There does, however, need to be enough evidence to support the arrangement to satisfy a JCQ inspection.
  - 3.3.1. Supervised rest breaks
  - 3.3.2. A prompter
  - 3.3.3. Separate invigilation
  - 3.3.4. Use of a word processor
  - 3.3.5. Coloured overlays
- 3.4. Access arrangements are given on a subject by subject basis, so a candidate may not have the same arrangements in each exam depending on the demands of the subject. A candidate may have access arrangements in one exam and no arrangement in another.
- 3.5. To qualify for a particular arrangement the candidate must fulfil the [requirements set out by the JCQ](#).
- 3.6. Not all Access Arrangements will be allowed in all exams. For example, Extra time will not be permitted in exams testing the time in which a skill is performed. It is not practical in exams involving the playing of pre-recorded audio files or CDs, such as an English listening exam.

### 4. The Exam Access Arrangement Procedure at the National Mathematics and Science College

- 4.1. NMSC will permit access arrangements where there is supporting evidence from a specialist assessor or medical practitioner AND it is the student's "normal way of working" in school which



is evidenced by teaching staff.

#### 4.2. Access Arrangements in internal exams

- 4.2.1. Where a student enters NMSC with a previous valid assessment demonstrating an evidence of need from a specialist assessor, an Educational Psychologist or a medical practitioner where appropriate, this student will be added to our SEN database and their arrangements will be incorporated into their “normal way of working” at college on a day to day basis. During internal exams, the SEN Department will monitor the use of access arrangements and liaise with teaching staff in order to gather the evidence that the arrangement was needed and used. A selection of the student’s exam scripts or invigilator feedback may be kept in the SEN Department files as evidence of need and use, should JCQ inspectors request this.
- 4.2.2. Where a SEN concern is raised by a parent or teacher concerning a student after entry to NMSC then (in accordance with our SEN policy) the SENDCO will monitor progress and support as necessary. They may trial certain arrangements in internal exams where appropriate to gain evidence to support an application for an exam access arrangement. Where this is the case, the trial is solely for the purpose of evidence gathering and in no way reflects the student’s normal way of working.

#### 4.3. Year 1 and 2

- 4.3.1. Where a student enters NMSC in Year 1 from a different secondary school with access arrangements already in place, the SENDCO will require the necessary paperwork. This will be;
  - 4.3.1.1. an original copy of a previous valid assessment demonstrating an evidence of need from a suitably qualified assessor or a medical practitioner where appropriate;
  - 4.3.1.2. an original hand signed and dated Form 8 from the previous school; and
  - 4.3.1.3. a copy of the print out of the previous confirmed application of access arrangements.
- 4.3.2. All this information should be held by the SENDCO at the previous secondary school along with any other relevant information.
- 4.3.3. Students will then be added to our SEN database and their arrangements will be incorporated into their “normal way of working” at college on a day to day basis. During internal exams, the SENDCO will monitor the use of Access Arrangements and liaise with teaching staff in order to gather the evidence that the arrangement was needed and used. A selection of the pupil’s exam scripts or invigilator feedback may be kept in the SEN Department files as evidence of need and use, should JCQ inspectors request this.
- 4.3.4. Following the initial testing period, the SENDCO will take the evidence gathered and start applications for Access Arrangements as necessary. The JCQ published deadline for applications must be adhered to.



- 4.3.5. As advised by the JCQ, the college will exercise its judgement regarding a student's eligibility for Access Arrangements. Privately commissioned reports will not be accepted by the JCQ, and therefore by the college, unless the assessor has an established working relationship with the centre. A copy of the assessor's qualifications are held on file by the SENDCO. In addition to this report, the college is also required to gather qualitative evidence that the Access Arrangements reflects the candidate's needs and their normal way of working within college.

## **5. Contact details for SENDCO**

- 5.1. Mrs Charlotte Bayliss
- 5.2. email: [c.bayliss@natmatsci.ac.uk](mailto:c.bayliss@natmatsci.ac.uk)

## **1. Provision for students with SEN**

### **1.1. Wave 1**

- 1.1.1. The 1<sup>st</sup> "Wave" of SEN provision comes from the subject teacher within an ordinary lesson when the student needs support through greater than normal differentiation, modification of materials and individualised work. Teachers are responsible for the progress and development of the students in their class through high quality teaching, differentiated for individual students.
- 1.1.2. Provision will involve the Form Tutor supporting the student through interviews and monitoring the student's homework, organisation and progress.
- 1.1.3. The SENDCO will check that there is a systematic and consistent provision across all subject areas.
- 1.1.4. The SENDCO will offer advice and support to students and parents as necessary.
- 1.1.5. The SENDCO will maintain an ongoing record of action.
- 1.1.6. Progress will be reviewed at assessment times.
- 1.1.7. Students who are fully supported via Wave 1 interventions may be added to our



Additional Needs Register to inform staff.

## 1.2. Wave 2

- 1.2.1. Movement to Wave 2 is actioned when, despite high quality teaching in Wave 1, progress is still not being made.
- 1.2.2. The student requires significant support through considerable individual help, modification of materials and curriculum differentiation. The subject teacher and the SENDCO liaise and record interventions made.
- 1.2.3. At this stage a student may be placed on the SEN register. Parents will be notified of this.

## 1.3. Wave 3

- 1.3.1. Long term interventions organised by the SENDCO. For example, requesting an Education, Health and Care assessment.
- 1.3.2. External agencies will be involved following consultation with parents (where appropriate).
- 1.3.3. An Education, Health and Care needs assessment should not be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with early years providers and schools.
- 1.3.4. An Education, Health and Care needs assessment will not always lead to an EHCP.

## 1.4. Education and Health Care Plans (EHCP)

- 1.4.1. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the student to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood. They replace the old system of Statements.
- 1.4.2. During transition periods, Local Authorities will transfer young people with statements on to EHCPs.
- 1.4.3. A Review of the EHCP must take place annually. This usually takes place at school. The student, his/her parents, the Principal and representatives from the Health Services, Social Services and the LA should be invited. In the case of a Transitional review (from school to Further or Higher Education or employment) this is a statutory requirement.

## 2. Record Keeping

- 2.1. Records pertaining to SEN are kept in the student's record file by the SENDCO.
- 2.2. A register of those involved in SEN provision is kept by the SENDCO.





## **College response to COVID19**

There will be targeted support for young people with SEND.

The SENDCO will liaise with parents to establish the routine of students with SEND during the home learning period. This will include questions addressing worries, successes and weaknesses.

The SENDCO will have additional time to attend to any matters that require input.

Key adults will be available to support young people if needed.

Any new rules and regulations will be explained in advance.

There will be additional learning support and intervention for young people who struggle to re-engage with learning due to missed learning or emotional needs.

For young people with complex needs where they require an individual response to meeting their needs (Students with SEND):

The SENDCO will create an individual support plan for their return to college.

A consistent adult will be provided who the student can develop a positive and trusting relationship with.

The SENDCO will regularly liaise with parents/carers and provide regular and timely updates.

The SENDCO will provide any necessary training or support to staff.