

## DAWLISH COLLEGE

**Special Educational Needs and Disability Policy**

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The staff and governors at Dawlish College believe that all students, regardless of their academic ability, sensory or physical impairment or ethnic origin, have a right to be included in the college and to have access to a broad and balanced curriculum.

We believe in raising aspirations and expectations for all students with SEND and our college provides a focus on outcomes for children and young people with SEND.

The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', a point reinforced by the new SEND Code of Practice. Class and subject teachers need to be at the heart of this approach, driving the movement around the four stages of action with the support, guidance and leadership of the SENCO and other specialist staff.'  
(*Everybody Included, NASEN 2014*).

**Our Aims:**

- To provide a fully inclusive environment for all our students and to be aspirational with our outcomes for all our students.
- To identify and provide for all students who have Special Educational Needs and Disabilities.
- To work closely in partnership with parents/carers and students and ensure that opportunities are provided for their views to be contributed to discussions and where possible aspirational target setting.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide support and advice for all staff working with students with SEND from the SEND Team and where appropriate from outside agencies.
- To ensure that there is a high level of staff expertise to meet student needs through well targeted continuing professional development.
- To work with the Local Authority and outside agencies to ensure a multi-professional approach to meeting the needs of all vulnerable learners.

**The SEND Code of Practice (2014) defines that:**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of

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others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Many children and young people who have SEN may 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’ This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with Special Educational Needs or disabilities may need extra help or support or special provision made for them to allow them to have the same opportunities as others of the same age. If a child or young person has special educational needs or disabilities their needs will fall into one or more of the following four areas;

**Communication and Interaction:**

Speech, language and communication needs (SLCN)  
Autism

**Cognition and Learning:**

Specific learning difficulty (SPLD)  
Moderate Learning Difficulty (MLD)  
Severe Learning Difficulty (SLD)  
Profound and Multiple Difficulties (PMLD)  
(A child/young person may also be described as having ‘mild’ or ‘severe’ learning difficulties depending on the degree of their needs and the impact it has on their lives)

**Emotional, Social and Mental Health:**

Attachment Difficulties  
Social and emotional difficulties  
Mental health issues  
Attention and Hyperactivity difficulties

**Physical and Sensory:**

Visual impairment (VI)  
Hearing Impairment (HI)  
Multi-sensory Impairment (MSI/Deaf/blind)  
Physical disability (PD)

Children with ‘complex needs’ have special needs which fall into a mixture of these categories.

At Dawlish College we consider the needs of the whole child/young person not just the special educational needs. We are a fully inclusive college and our site has been adapted so that it is suitable for students with mobility issues and for those students who are wheelchair users.

We believe strongly in fitting the curriculum around the student not fitting the student into the curriculum and we do provide bespoke timetables and specialist lessons for our more vulnerable students with complex needs. This includes a programme of Independent Living Skills which involves students from different year groups.

We also consider the other factors which are not SEND but which may impact on student progress and attainment:

- Attendance and Punctuality
- Health, Welfare and Well being
- English as an Additional Language
  
- Being in receipt of Pupil Premium Grant
- Being a Child in Care to the Local Authority
- Being the child of a Serviceman/Service woman

At Dawlish College we recognise that behaviour is not a Special Educational Need but an underlying response to a need which we as providers of education seek to recognise and identify. We also support students with these needs by providing:

Appointments with our College Counsellor

Appointments and on-going programmes of support from the South West Devon Personalised Learning Service (SWDPLS) Outreach Teacher

Advice and support from outside agencies including educational providers within our Learning Community such as the designated Special schools - Ratcliffe School and Oaklands Park School

Support in class from our Learning Coaches.

Support from the Student Support and Intervention Co-ordinator.

For students who have English as an Additional Language and are new admissions to the College we contact the Ethnic Minority and Traveller Achievement Service (EMTAS ). They are able to provide an interpreter for admissions interviews to support the student and family members and also to provide a number of hours of initial support for the students in the College.

Dawlish College keeps a register of students who have:

- Statements of SEND/EHCPs
- SEND SUPPORT

When managing the needs of students on the SEND register we follow the

ASSESS - PLAN - DO - REVIEW CYCLE

In September 2014 all students with a Statement of SEND transferred onto the SEND Register. Many students on SA+ (School Action Plus) transferred to the level of SEND SUPPORT. Pupils from primary school transfer straight onto our register at the level they were at when at the primary school.

Students transferring to the College for Year 7 in September have baseline assessments in reading (Suffolk Reading Test) and spelling (SWST) and the CAT tests (Cognitive Ability Tests). These tests are all administered on-line during the first weeks of September.

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Students who are new admissions to the College in term time are also tested as well as those on the SEND register in Years 8 - 11.

Students not "secondary ready" are extracted for additional support from specialist staff. Targets are set and the outcomes from this extraction work are carefully monitored.

Any staff that have concerns about students are able to complete a SEND REFERRAL FORM which is then passed to the SENCO. These forms are discussed at the weekly SEND meeting and then referred for testing if appropriate. More in-depth testing can be carried out by our Assistant SENCO.

Parents/carers who have concerns about student progress or possible SEN can request further individual testing by contacting the SENCO.

If further concerns are identified a referral to the Educational Psychologist for an assessment is possible. In this case a form will be completed at a meeting with the SENCO prior to this assessment and the parent/carer will receive a copy of the report and have the opportunity to meet the Educational Psychologist following the testing.

Further specialist referrals can also be made including referrals to the communication and interaction team or speech and language therapy service.

Decisions to place students on the register are made after referrals and assessments have taken place and parents/carers are then contacted.

The register is kept by the SENCO and the SEND Administrator and is available for staff on the college intranet.

It is reviewed termly at the SEND Faculty Meeting and links into the times of the Census.

All students on the SEND register and their parents/carers are invited to the termly parent/carer consultation meetings at the college. The purpose of the meetings is to consult with students and their parents/carers about their current levels of achievement and to set aspirational targets which are reviewed at the next meeting. Information from teaching staff, support staff and our internal Common Assessment Point (CAP) data scores and Attitude to Learning (ATL) scores are used to set targets.

### **If we are unable to meet the needs of a student**

Students who are deemed to be at risk of permanent exclusion are made known to our area Exclusions and Interventions Officer

A meeting will be called at the college and the student, parents/carers and any agencies working with the student and their family will be invited together with the Head of College and other college staff involved with the student.

The Exclusions and Interventions Officer will also be invited and also our Education Welfare Officer. We will look to put a package of support in place to support the student. This may include:

A short term placement at Devon Personalised Learning Service (DPLS) either at The Bridge Learning Centre at Dartington (SWDPLS) or at The Stansfield Centre in Exeter (Central

Devon Personalised Learning Service (CDPLS)) or at Oak Valley, Paignton which is a centre for students who are deemed vulnerable and/or have medical issues and require a more specialist and possibly partial placement. To fund this provision we would first use resources from our Local Area Partnership (LAP) funds. We are part of the Exeter LAP in partnership with St Peter's, St James, St Luke's, West Exe and Isca secondary colleges.

If these were not available or if the provision was long term we would apply for Higher Needs Block funding.

We may consider a managed move to another secondary school.

We may look at a package involving a range of provision including a partial timetable at this college (which would be a short term solution) and would involve more specialist individual teaching this would involve applying for Higher Needs Block funding.

Referral forms would need to be completed for DPLS (DPLS Information Passport). The LAP funding is monitored by termly LAP Monitoring Forms.

Further provision for a student with specialist SEN needs would previously have been considered at the Annual Review or by an Interim Annual Review. We would still follow this process with the Education, Health and Care Plans (EHCP) and have a meeting of professionals with the parents/carers and the young person.

### **To further support students and their families**

The Local Authority have more information about the Devon's Local Offer This can be found by looking on the Dawlish College website under the tab about the college.

The SEND Information Report can be found on the college website

Devon Information and Advice Service (DIAS) support students with SEND and their families. Their contact details can be found on the college website.

### **Access Arrangements for Examinations**

We identify students who may be eligible for access arrangements in Year 7 and we have information from the primary schools.

Staff are made aware of students who may be able to have access arrangements and are then able to monitor them in class and with tests and feedback information to the SENCO. A suggestion is made of possible access arrangements depending on information from the primary schools

Test results

Previous reports and data

All information is collected and portfolios established with exemplars of work to build up the picture of need.

Further testing is carried out in Year 9.

The students are tested by an Educational Psychologist and the SENDCo submits the application forms on line with the college Examinations Officer.

### **Supporting students with medical conditions**

The college recognises that students with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some students with medical conditions may also be disabled and where this is the case Dawlish College will comply with its duties under the Equality Act of 2010.

Some students may also have SEN and may have a Statement of SEN or Education, Health and Care Plan (EHCP) which brings together their health and social needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All students are treated individually and their needs accessed.

Dawlish College has a fully equipped and purpose built Accessibility Suite which is situated in the Design Technology Block. We are able to provide facilities for students with a range of medical conditions including cerebral palsy and muscular dystrophy. The suite includes a physiotherapy room.

Some students with disabilities may require intimate care plans which are regularly reviewed and updated when necessary. Also students with mobility issues may require a Personal Emergency Evacuation Procedure (PEEP) these are regularly reviewed and updated when necessary. The college also has evacuation chairs positioned strategically throughout the site and staff working with students who may need to use them are trained accordingly.

The Local Authority employs a number of specialist advisory staff who also visit school and advise staff.

The college also has a medical room with has locked storage cupboards and a fridge in the Student Office. This area is suitable for students with diabetes and is more centrally placed.

The college has a number of trained First Aiders including our Site Manager.

Parents/Carers of students or pupils with medical conditions considering admission to the College are most welcome to contact the SENCO or Assistant SENCO for a meeting and tour of these facilities and the college site and can contact them either via our web site or by telephoning the college.

### **Monitoring and Evaluating SEND Provision at the College**

The SENDCO meets regularly with the Head of College and Leadership Team to update on SEND issues.

The SENDCO reports to the Governing Board annually Thr SENDCO completes the SEND Audit for the Local Authority and Babcock Learning Development Partnership (LDP) annually.

Parents/Carers of students with Statements of SEND/EHCPs have Annual Review meetings or Transition Review Meetings chaired by the SENDCO or Assistant SENDCO .

The new Parent Consultation Meetings are scheduled on our web site for each term and we welcome these meetings with parents/carers and students to set and monitor targets.

### **Training and Resources**

We consider training a priority.

The SEND staff have a rolling training programme for manual handling.

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Training needs are discussed at regular Faculty meetings.

We respond to need and the ever changing profile of our students.

All our newly appointed Learning Coaches have had already or are starting on training programmes within their areas.

### **SEND GOVERNOR**

Mrs Kath Whaling

### **The Assistant SENCO – Mrs Shelagh Hillyard**

Line manages the Learning Coaches

### **Learning Coaches**

Mrs Angela Howell

Mrs Jackie Bennett

### **SEND Administrator**

Mrs Kerry White-Cheshire

### **Designated Teacher with Safeguarding Responsibility and Child Protection Lead**

Mrs Kate Bukowski

Assistant Principal

### **School Nurse**

Our School Nurses are from the Coastal Team and the Lead School Nurse is Mrs Elizabeth Cann

### **Safeguarding and Child Protection Officer**

Mrs Tiffany Chambers

### **Additional Training in exploitation**

Mrs Tiffany Chambers

### **Additional Training in Domestic Violence Awareness**

### **Looked After Children (LAC)/Child in Care (CiC) Funding is overseen by our Business Manager**

Mrs Chambers liaises with CiC students and their parents/carers and the Local Authority regarding managing the funding

### **Storing and Managing Information**

Paper copies of information on students with SEND is storing in locked filing cabinets in the Student Office.

When the students leave the college, information may be (with the student and parent/care permission) be copied and sent to the post 16 providers. The files are then placed in secure storage on the college site.

Access Arrangement portfolio paperwork is kept in secure storage in the SENDCO's Office.

SEND paperwork including the SEND Register and student profiles and screening test and CAT test results are kept on our IT system.

### **Accessibility**

The College Accessibility Plan is updated annually by our Business Manager  
There is a rolling programme of reviewing and improving accessibility around our site.

If parents/carers have any concerns about the physical environment they can contact the Business Manager at the College on 01626 862318 or email [office@dawlish.devon.sch.uk](mailto:office@dawlish.devon.sch.uk)

### **Complaints**

If parents/carers have a complaint they should contact the PA to the Head of College and Clerk to the Governors at the college who is our Complaints Co-Ordinator and will explain the process to parents/carers.