



SEND Policy

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Seaford College

SEAFORD COLLEGE and PREP SCHOOL

Academic Access and Achievement

1. Purpose

The Children and Families Act 2014 Section 66 requires schools to use their best endeavours to meet the SEN needs of the children and young people they educate.

Core Principles of the Legislation

Section 19 of the Act sets out the general principles that need to be taken account of when supporting those with SEN under Part 3 of the Act. Particular attention needs to be paid to:

- The views, wishes and feelings of children and their parents and young people
- The importance of them participating as fully as possible in decision making
- Supporting children and young people's development and for them to achieve best possible educational and other outcomes.

This policy sets out to:

- Make teachers and parents aware of the nature of all diagnoses of SEN.
- Outline the procedures for identifying, assessing and providing for pupils with additional needs.
- Ensure that no child is discriminated against on the basis of his/her learning difficulty
- Encourage teachers to recognise their roles and responsibilities regarding the education of pupils with additional needs and the importance of maintaining high expectations for all children
- Highlight the need to differentiate teaching and learning opportunities so that those with additional needs can fulfil their potential and develop as individuals in a mainstream setting

2. Definitions

The term Special Educational Needs (SEN) has a legal definition which is set out in the Education Act 1996 and the Children and families Act 2014. It applies to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age, based on national baseline data.

3. The New SEN Code of Practice 2015

Independent Schools must have regard to the Code of Practice 2015 and have duties under the Equality Act 2010. Seaford College is not one of the Approved Special Schools, under Section 41 of the Children and Families Act, 2014.

“Identifying SEN in schools 6.14 – SEND Code of Practice 2015.”

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”

Some children find it harder to learn than other children of the same age. Schools will try many different ways of helping pupils to learn and boost their progress. This will include adaptations to teaching methods and the resources used.

Children and young people who have SEN tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational needs.

The pupil’s teacher will remain responsible for working with the pupil on a daily basis and assessing, planning, delivering the curriculum. High Quality Teaching differentiating for individual pupils, is the first step in responding to the needs of students with SEND - SEN Code of Practice (2015).

4. Responsibilities of Teaching Staff

All members of Teaching Staff have responsibility for the fulfilment of the policy:

- by helping to identify, in the first instance that a pupil may have additional needs.
- by accepting that everyone is responsible for meeting the needs of pupils with additional needs, including that of Gifted and Talented.
- by planning lessons to encourage the participation and learning of all pupils and by maintaining high expectations for all pupils with additional needs.
- by working with the Learning Support Department to produce differentiated resources to allow for access for all in the classroom.
- by participating in appropriate training and actively seeking further training from the department where required.

5. Ethos of the Learning Support Department

The Academic Access and Achievement Department at Seaford College aims to provide any student with the help required for them to access the curriculum within the framework of a mainstream school. The majority of pupils attending the department have some form of Specific Learning Difficulty.

We believe all pupils should be given the opportunity to reach their full potential.

Our aim is to help them achieve this by supporting them in their learning in whatever way seems most appropriate. This includes relevant screening to identify a child's educational needs and a tailored program to suit their preferred learning style.

The department treats each student as an individual with differing needs to be met and differing strengths to be encouraged.

We liaise closely with subject staff to facilitate the pupil's learning experience. We wish to give them the best possible support in accessing the curriculum. We also aim to help them integrate fully in all school activities and aspects of school life.

We want students to feel they can come to us with any concerns in the knowledge they can speak frankly and be dealt with fairly. We are bound by the Seaford College safeguarding protocol and thus take the required precautions and safeguarding steps when educating those under our care.

It is vital that we have relationship of trust with our students, so that we can help them overcome any previous sense of failure and grow in self-confidence. The department is fully integrated into the pastoral structures of the School and has direct links with Number 46-Welfare Centre and Safeguarding team.

The department maintains exemplary, excellent communications with parents, so that consultation and exchange of information can take place easily and freely regarding the pupil's education and welfare.

6. Department organisation and systems

The Department, as part of the admissions process, reviews all candidates indicating SEN and reviews EP reports. Such pupils joining the school will have suitable provision put in place within the first half of the term.

The Department gives all new pupils screening tests prior to them starting their first term at Seaford. Pupils that arrive mid-term will be screened as soon as possible. This is to discover if any student may have special educational needs that have not been previously identified. The Department will then discuss any areas of concern with the pupil and their parents. It is important to talk with the pupil regarding their difficulties to establish how they perceive them and to see if there seems to be any underlying anxiety or lack of self-confidence. It is also important to take into account the parents' views of their child's needs and how they would like their child to progress/be supported. However, any concern raised does not necessarily indicate that there is a specific learning difficulty.

Pupils will follow a mainstream curriculum as set out in the curriculum policy. Teachers differentiate to the needs of the pupils in their classes. The student also has the option of coming to the Learning Support Department for a weekly one-to-one lesson, (subject to parental consent) to help with literacy, numeracy, study skills, and curriculum. These lessons are charged separately. Shared support can also be offered at a slightly lower rate. In 2020 we introduced "Core Support Groups" which offer 4 x fortnightly extra lessons, in groups of 4-5, and support with Maths and English.

The Department uses the software Edukey for its provision mapping of pupils. Using this, a SEN profile is created and shared with teachers. On this profile, each SEN student is set annual SEN targets, which are reviewed, half-termly. Additionally, those who receive 1:1 lessons will also have the chance to complete a pupil passport. This is created with the student and reviewed regularly, to ensure that it is relevant and effective.

7. Parent Partnership

The Code of Practice 2015 encourages more face-to-face contact between parents, pupils and staff.

Seaford College has excellent communications with parents to facilitate the students' learning. To this end, parents' consultation meetings for all subjects are held, and it is always possible for parents to arrange an individual meeting their child's learning support teacher.

AAA staff contribute to the whole school reporting system on a comments only basis. If a student is giving cause for concern, forms are filled out regarding the nature of the concern. Other teachers are asked to comment on how the pupil performs in their lessons, so that a rounded view of the student's general attitude and progress can be achieved. Staff will contact parents and may invite them to the College for a meeting to discuss the way forward.

It is the aim of Seaford College that students should enjoy their time at the school and be provided with the education, support and advice they need to achieve their goals in adult life.

8. Timetabling of Academic Access and Achievement lessons

The timetabling of lessons is managed with extreme care. As per the curriculum policy, students will never be removed from a core subject. It is also important to ensure they are not taken out of subjects that provide pleasure and may be strengths, for example, sport, music or art. It is vital that the student attends willingly and thus each student is expected to sign a contract within the first lesson to ensure they understand the importance of these lessons.

Timetabling is carried out through discussions with the students and subject teachers as well as parents. Every effort is made to be as accommodating as possible to the student's wishes. This gives students more flexibility and is particularly useful for those approaching their GCSEs.

The Learning Support Department can only provide one lesson a week for each student. Instances of planned absence will incur a charge including illness. It is the student's responsibility to thus contact their LS teacher and re-arrange to avoid incurring additional costs.

9. Lesson structure and content

The lessons in the department are on either a one-to-one basis, booster group or shared lesson. 1:1 lessons are recommended for older students and this is an excellent way of ensuring the student is free from distractions and can fully concentrate on the set task (one difficulty often encountered by students with dyslexia is poor concentration).

‘Overlearning’ is a very important part of the teaching program for a student with additional needs. The lessons usually cover one or more of the following areas:

- Literacy skills, including reading strategies and spelling techniques.
- Mindfulness.
- Study and organisational skills.
- Handwriting.
- Coursework and curriculum support.
- Numeracy skills.
- Behavioural techniques.
- Revision and exam techniques.

The lessons also provide the student with an opportunity to raise any concerns. A vital part of the department’s work is boosting self-esteem and raising confidence. This is another reason why it is so beneficial to the student to have an individual lesson.

In the Prep School, in addition to one-to-one provision, small group support can be deemed more appropriate.

10. SEN Profiles

SEN profiles are created annually to set targets and monitor progress for students with special educational needs. The targets in the SEN profiles are different from, or additional to, those already in place in the classroom. These profiles are made available to all teaching and pastoral staff via ClassCharts.

11. Pupil Passports

The Academic Access and Achievement Department produces this resource each year. Its purpose is to provide teaching staff with a brief sketch of each SEN student’s strengths and weaknesses with a guide to teaching strategies. This gives staff a useful guide to appropriate ways of supporting the student and differentiating their curriculum. Information on each pupil with SEN is added to SIMS.

12. Exam Access Arrangements

Access Arrangements for GCSE, BTEC and 'A' level exams are carried out in-school, according to JCQ regulations. We are bound by the regulations of JCQ when assessing for all exam concessions.

Pupils are screened in Year 9, towards the end of the summer term. Parents of those whose scores fall below average are contacted following the department's review of results to seek consent for a full assessment to take place. Pupil consent is also obtained. Pupils are then seen individually to assess reading comprehension, word reading accuracy, spelling, writing speed and legibility, processing speed and working memory. Standardised tests are used. A crucial aspect in applying for exam concessions is history of need. This must be satisfactorily documented and provided in order to process an application.

A Form 8 is completed and an application to the exam is submitted. Parents will be notified of the outcome, and any concession updated on our systems.

13. EHCPs

If a child at Seaford College has an EHCP, the strategies to meet the short-term set targets are written in the SEN profile. The SEN profile only records the strategies that differ from, or are additional to, those already being carried out in the student's normal differentiated curriculum.

If the EHCP seeks to name Seaford College as the preferred provider, then the College would require the opportunity to contribute to the assessment of need, and whether these needs could be met at the College.

14. Annual review of EHCPs

The LEA will notify the College when it is time for the annual review of an EHCP. The annual review provides an opportunity for all the relevant participants to discuss the effectiveness and appropriateness of the EHCP. A decision can be made to end an EHCP at the review, if it is felt the objectives of the EHCP have been achieved. The EHCP may require amending to encompass newly identified needs.

15. Summary

Seaford College maintains an ethos of Academic Excellence by varying means. The college is a mixed academic setting and welcomes pupils of all abilities. The Academic Access and Achievement Department is regarded as a resource to be utilised by all students and our overall purpose is to ensure every child at Seaford College realises and manages their potential.