SEND AND LEARNING SUPPORT POLICY

Reviewed in line with and has regard to the DfE Statutory Guidance: Special Educational Needs and Disability Code of Practice January 2015 based on Section 19 of the Children and Families Act 2014 and the Special Educational Needs and Disability regulations 2014. Due regard has also been given to the Equality Act 2010.

INTRODUCTION AND OBJECTIVES

Salesian College is committed to offering a curriculum that can meet the individual needs of all its students, including those with Special Educational Needs and Disabilities (SEND). The College undertakes to make whatever arrangements are deemed necessary to ensure that a student with a special educational need and/or disability has every chance to fulfil their potential at college, academically, socially and emotionally.

This policy is intended to inform parents and prospective parents of the arrangements Salesian College makes to support students who have Special Educational Needs and/or Disabilities.

Provision for students with SEND is a matter for the school's governors, the Head Teacher, the Head of Learning Support/SENDCo, and all members of teaching staff. Salesian College is committed to a fully inclusive approach to SEND.

As an ISI independent school, the College does not have a statutory obligation to comply with the Code of Practice, but it observes it closely and is guided by its principles.

Entry to the College is through the Entrance Exam. It is not a specialist school for students with learning difficulties. Candidates for entry should be sufficiently able to progress at an appropriate pace and to benefit from the whole educational experience offered by the college.

RESPONSIBILITIES

Provision for students with SEND is a matter for the College as a whole.

Parents undertake to inform the College, in advance, of any special educational need or disability giving rise to special educational needs or any situation where special arrangements may be needed in relation to their child. When diagnostic testing has been carried out previously, parents are asked to ensure that the details and any relevant report are made available to the College before entry. An appropriate plan of action will then be formed by the Head of Learning Support/ SENDCo in conjunction with the Head of Year. Parents will also be involved and the views of the student about their needs and learning support will be sought.

The Head of Learning Support/SENDCo is responsible for maintaining and distributing information on all students identified as having special educational needs and/or disabilities. They work closely with the College's learning support assistants to screen and support these students through ongoing liaison with parents, students, and college staff.

The Governing Body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with and without an Education, Health and Care Plan (EHCP) is adequate and secure.

All members of staff are expected to be aware of the learning needs of every student that they teach and to make their best endeavours to meet each student's need through Quality First Teaching. All teachers are expected to refer to the SEND information available on iSAMS – a platform for sharing information about students the College has decided need extra support.

Each Department has a designated SEND Representative who champions the importance of SEND support and seeks to embed best practice into the department.

Salesian College complies with the existing statutory requirement to conduct an Annual Review of Education and Health Care Plans (EHCP) for all relevant students.

IDENTIFICATION

In accordance with the Special Educational Needs and Disability Code of Practice, a student of compulsory school age has a special educational need if they have a significantly greater difficulty in learning than the majority of students of the same age.

A student with a disability is one who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, as defined by the Equality Act 2010.

It is important to be aware that not all students who have a disability have a special educational need and not all students who have a special educational need have a disability.

BASELINE TESTING

All Year 7, 10 and 12 students sit baseline tests. They are reviewed for anomalous results as well as particularly low or particularly high results.

SCREENING

All students are given a short dyslexia screening test within the first few weeks of their arrival in Year 7. The results are assessed by the Head of Learning Support/SENDCo and the Head of Year. Where there are individual concerns, the Head of Learning Support/SENDCo will, in consultation with the Head of Year, contact the parents. They will work together to plan the way ahead which may include a recommendation that parents book a diagnostic test with the College's named Specialist Assessor.

A student's needs may also become apparent through:

- Admissions procedures e.g. Entrance exam, primary school records.
- Results in twice yearly school assessments - autumn and summer terms.
- Expressions of parental concern.
- Inconsistencies in baseline assessment and current attainment.
- Classroom observation.
- Expressions of concern from Subject Teachers, Form Tutors or Heads of Year.
- The expression of concern from a student.
- Further specialist assessments undertaken by the Head of Learning Support/ SENDCo.
- Identification by a medical professional.

FURTHER TESTING

With regard to any of the above forms of identification of a special educational need, if it is decided with the agreement of parents that further investigation involving diagnosis by a medical professional, specialist assessor or Educational Psychologist needs to be made, then the Head of Learning Support/SENDCo will discuss with the parents how this might be done.

Salesian College undertakes to respond positively to any recommendations made in a specialist report wherever it is reasonable and possible so to do.

MEDICAL

The College will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Further information can be found in the Supporting Students with Medical Conditions Policy, Staff Handbook.

The College has a published an Accessibility Plan, setting out the existing facilities and the College's plans to anticipate and meet the needs of students with disabilities.

Where a student also has SEND, their provision will be planned and delivered in a co-ordinated way through close liaison between all relevant staff.

SAFEGUARDING AND SEND

The Head of Learning Support/SENDCo is a Deputy DSL who meets with the Designated Safeguarding Lead (DSL) regularly. They work together to ensure that SEND students are monitored closely for any safeguarding or child protection concerns. Members of staff report concerns through CPOMS, showing an awareness that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in these children.

This enhanced awareness extends to digital safety and AI use. Digital behaviour is monitored and outlined in the college's Child Protection and Safeguarding Policy.

PROVISION & SUPPORT

Special Educational provision is additional to, or otherwise different from, the educational provision made generally for students of his/her age in schools maintained by the local authority (other than special schools).

The Learning Support department carries out assessments of learning needs, prescribes, and implements support strategies and support, informs and advises the student's teachers on suitable materials and teaching needs. Additional support may include time spent in the classroom working alongside the subject teacher. The College has a system of mentors in the Sixth form to guide and support the younger students and teaching staff offer various small group or 1:1 support workshops. In exceptional circumstances, a student may be permitted to follow a slightly reduced curriculum by discontinuing one of their subjects. In such cases, the student will have Learning Support and/or supervised study in place of the subject which has been discontinued. This arrangement is only made

after close consultation with the Head of Year, the Deputy Head Teacher, Head of Learning Support/SENDCo, parents and the student him/herself.

The College aims to provide a graduated response to match each student's level of need. At each stage, students are encouraged to take an active role in managing their learning and to set themselves high standards. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by email, telephone consultations and meetings.

Staff training in this area is led by the Head of Learning Support/SENDCo. There are several opportunities for staff to be kept involved and informed on SEND developments including legislative and statutory guidance updates such as KCSiE 2025 and regular updates to keep staff aware of changes to pupil circumstances.

EXAMINATIONS

The College provides the resources in terms of rooms, invigilation and equipment for exam access arrangements for entrance tests, internal exams and external exams.

Provision of access arrangements, such as extra time, is offered to those students who would be eligible to receive access arrangements in public examinations in accordance with the Joint Council for Qualifications (JCQ) regulations at the time of sitting the internal exam.

External examinations – GCSE, AS and A Level

Provision of access arrangements for external examinations is subject to regulations issued by the Joint Council for Qualifications (JCQ) on an annual basis.

To qualify for Access Arrangements a student must have a valid Form 8, completed in year 9 or later by the Head of Learning Support/SENDCo, or a specialist assessor appointed by her demonstrating that the student has a clear history of need which gives rise to difficulties in the classroom, tests and examinations requiring support and adjustments to be in place. The student's special educational needs and/or disability must be such that they fall within the eligibility criteria in nationally standardised tests relevant at the time of the assessment.

Reports obtained from an Educational Psychologist or Specialist Assessor prior to joining Salesian College may be used as evidence of need for access arrangements until the Form 8 testing is completed by the Head of Learning Support/SENDCo.

The college evaluates exam access arrangements for medical requirements individually, taking the circumstances of each case into consideration in line with the regulations issued by the Joint Council for Qualifications (JCQ) at the time of completion. This is recorded on a Form 9.

COMMUNICATION

All students with identified special educational needs and/or disabilities are listed on the College's information management system (iSAMS). This is updated regularly by the Head of Learning Support/SENDCO in the Learning Support platform in iSAMS. A summary One Page Profile document is available for each student outlining their strengths and weaknesses, JCQ recognised standardised scores (where relevant), targets, the additional provision available to the student, suggested strategies for the classroom, their future aspirations and a summary of student feedback.

In addition, the Learning Support Department maintains paper records in secure filing cabinets, containing detailed records of assessments, support provided, meetings with parents and consultations for each student on the SEND register.

The Head of Learning Support/SENDCo regularly reminds staff of those students which special educational needs and/or disabilities and alerts staff to students newly diagnosed as having special educational needs and/or disabilities. Heads of Department are responsible for ensuring that teachers check the One Page Profiles and make appropriate provision in lessons for any student listed on the SEND register. Each department, guided by the Head of Department and the Special Educational Needs Representative, regularly discusses strategies and provision used to assist students in their classes. They track the progress of each individual and review the provision given accordingly. This information is fed back to the Head of Learning Support/SENDCo on a regular basis.

MONITORING

Student progress is monitored closely by the Head of Year, Tutor and SENDCo and support will be adjusted as required.

Key times for monitoring the progress of individual students include the publication of reports, Interim Progress Reports (IPRs) and examination results.

On-going monitoring is undertaken by Heads of Year, Heads of Department and subject teachers. Regular target setting also facilitates checking of progress. The feedback and communication from parents is important as is the feedback from the students and progress made on their agreed targets. SEND Representatives and Heads of Department review the outcomes of recommendations of Learning Support within their departments.

The Head of Learning Support/SENDCo meets regularly with the Deputy Head to review and discuss issues relating to this area of school life and learning.

The attendance of SEND students is monitored with patterns of absence flagged by the Head of Learning Support/SENDCo, Heads of Year and tutors. Parents and students are contacted and concerns passed to the DSL.

TRAINING

Members of the Learning Support Department provide regular INSET training on special educational needs for teachers through observation of teaching and learning followed by detailed feedback, Friday Focus sessions with staff, new teacher sessions, whole school INSET and departmental based training as required.

POLICY CONTROL	
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