

Special Educational Needs and Disability Policy (Worksop College)

School Tier: College

Related Policies: Admissions Policy; Assessment, Recording and Reporting Policy; Curriculum Policy

This policy outlines the provision for Special Educational Needs for all children at Worksop College (ages 11-18). The policy follows the guidance of the Special Educational Needs Code of Practice. The implementation of this policy is the responsibility of the Governing Body, Head and all teaching staff.

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

It is written with reference to the following documents and guidance:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- The Education (Independent School Standards) Regulations 2014
- Teachers Standards 2012
- Education Act 2011
- Education Act 1996
- National Inclusion Statement
- Relevant National Curriculum frameworks/ document
- JCQ Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments 2024/25

Aims and Objectives:

Our school values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils matter.

It is the school's aim that every child should be able to develop a strong sense of self-esteem through playing an important role within the classroom, on the sports field, in Performing Arts, or within the community in general.

We aim;

- To meet the needs of all our pupils with Special Educational Needs.
- To ensure that children with Special Educational Needs have the greatest possible access to a broad and balanced education, which is relevant, differentiated and demonstrates progression.
- To work in partnership with parents / carers, children and all outside agencies to make the most effective provision for all our pupils.
- To make early identification of the social, emotional and educational needs of all pupils.

1. Introduction

Learning Difficulty:

A child has a “learning difficulty” within the meaning of s.312(2) Education Act 1996 if s/he has a significantly greater difficulty in learning than the majority of children of his/her age; or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of that age.

Therefore, a child has a special educational need where their learning calls for educational provision which is **different from** or **additional to** that normally available to pupils of the same age.

1.1 Barriers to learning may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Effective differentiation within class is seen as the prime intervention in meeting pupils’ needs.

1.2 Children may have special educational needs either throughout or at any time during their school life. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Educational inclusion

2.1 At Worksop College we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

2.2. The school will ensure pupils with medical conditions are supported to fully participate in school life, managing health effectively while mitigating risks.

3. Special Educational Needs

3.1 Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children, of compulsory school age or a young person, have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;

- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

3.2 All our children are assessed by a member of the Learning Support (LSU) department when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4. Arrangements for identifying pupils with SEN

Assessment

4.1 The law imposes on schools a responsibility both for the physical well-being and the educational needs of pupils whilst in the care of the school. For this reason and also as a matter of good practice, we have in place a system of screening pupils. This helps us to detect if a child has any learning needs.

- Each pupil will be screened by a member of the LSU department during their first term at the College.
- It is important for parents to understand that these are “screening” and not diagnostic tests. They may reveal the need for a formal assessment to be carried out by an Educational Psychologist or other educational or medical professional.
- A pupil’s learning needs can change over time. Therefore, each pupil will be re-tested at the appropriate level if cause for concern is expressed.
- Screening is conducted in the LSU department in a one-to-one situation. Unlike some other kinds of tests, they are not competitive and no specific preparation is required or beneficial.
- If a child already has an identified special need, this information may be received through reports sent from their previous school or from parents. In this instance the Head of Learning Support (SENCo) and the pupil’s teachers will use this information to provide starting points for the development of an appropriate curriculum.
- Subject teachers also administer a variety of tests during the year which alert them to pupils who may be experiencing difficulties in learning.
- The cost of initial testing (but not the cost of any subsequent assessment) will be included in the termly fees.

4.2 If a learning need is suspected, the Head of Learning Support (SENCo) will contact the parents and recommend either immediate referral to an Educational Psychologist, other agency or a period of support within school in line with the SEN Code of Practice.

In every case the decision as to the course of action will be that of the parent, with advice from the school if required. We will also provide the following information:

- The name and address of an Educational Psychologist or other agency to whom the school recommends that the parents contact for further advice and/or arrange a formal assessment for their child.
- The likely cost of the referral, if known, which is to be borne by the parents.
- Any expected timeframes, if known.

4.3 The Head of Learning Support (SENCo) works with parents, teachers and as appropriate, other agencies to plan an appropriate programme of support.

4.4 The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The subject teacher and the Head of Learning Support (SENCo) can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Graduated Approach

4.5 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are **different from** or **additional to** those provided as part of the school's usual working practices. The class teacher will keep parents informed where appropriate and may draw upon them for additional information.

4.6 The Head of Learning Support (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The Head of Learning Support will then take the lead in further assessments of the student's needs. Children at this stage of support will be monitored closely.

4.7 If the child continues to demonstrate significant cause for concern, a request for an **Education and Health Care Plan (EHCP)** may be made to the LA. A comprehensive range of evidence about the child will support this request. As with all stages of SEN parents will be fully informed and involved with the EHCP process.

5. Teaching Staff:

At Worksop College the Special Educational Needs Coordinator (SENCO) is Mrs. Nathalie Paish-Plunkett, Head of Learning Support (SENCo) who oversees a team of Teaching Assistants (TAs). The Learning Support team provides in class support, 1-1 teaching and EHCP support. All support is provided based on the current needs of the students within the College. The College, at present, makes educational provision for a small number of pupils with mild to moderate learning difficulties and believes that

All teachers are teachers of children with Special Educational Needs.

We believe that every child has the right to be included in a broad, balanced, and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so they can fulfil their individual potential. All staff (including teaching and support staff) are given regular training on working with pupils of all abilities. Our teaching staff receive specific training on the learning needs of pupils with special educational needs and disabilities.

6 Exam Procedures

Exam Access Arrangements and reasonable adjustments can put in place for pupils identified as requiring interventions additional to or different from those provided as part of the school's normal examination procedures. Exam Access Arrangements include, but are not limited to: a reader; extra time; a scribe; word processor use; rest breaks; a prompter; alternative rooming.

A reasonable adjustment is agreed at the pre-assessment stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a **substantial disadvantage**. An

adjustment **will not** be reasonable if it affects the reliability or validity of assessment outcomes, or it gives the learner an unfair (i.e. **not** reasonable) assessment advantage over other learners undertaking the same or similar assessments.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010. (JCQ Chapter 3).

Under the regulations of the Joint Council for Qualifications (JCQ), the SENCo, must lead on the access arrangements/reasonable adjustments process within his/her centre. The Head of Learning Support (SENCo) is a Level 7 Qualified Assessor holding the Certificate in Psychometric Testing and Assessment and Access Arrangements (CPT3A) and is thus qualified to carry out any necessary Exam Access Arrangements (EAA) testing onsite. A concise report summarising the results and outlining whether any arrangements can be granted will be produced; any required documentation and subsequent application to the JCQ will also be completed by the Head of Learning Support (SENCo). Parents will be contacted prior to any EAA assessment, and the cost of this assessment and any subsequent application for Exam Access Arrangements will be added to the termly bill.

Exam Access Arrangements must be needs led in the first instance. Before any assessment or application the SENCO, fully supported by teaching staff and members of the senior leadership team, must be able to detail

- the candidate's current difficulties to show how they impact on teaching and learning and performance in examinations.
- the support and adjustments that are in place for the candidate in the classroom, tests and examinations.

To be considered for Exam Access Arrangements, the candidate must have an impairment in their first language which has a substantial and long-term adverse effect on their learning. For an assessment to be valid, it must be carried out no earlier than the start of Year 9 by an assessor confirming a learning difficulty relating to secondary/further education (JCQ 5.2.2). Where an external assessor is used, for the assessment to be valid, there must be a working relationship with the assessor. Prior to the commencement of any assessment details of the background of the student and their needs within the College must be requested by the assessor. Failure to comply may deem an external assessment invalid for Exam Access Arrangement application.

In certain circumstances an application for a temporary injury or impairment may be necessary. This will be determined on a case by case basis and in consultation with the SENCo and Exams Officer. The evidence of need is still required and appropriate evidence (such as hospital appointments/ x rays or other medical evidence) must be held on file to support any arrangement(s) processed and be available for inspection.

7. Admission arrangements

Admission to Worksop College is by interview with the Head. If a pupil already has an identified Special Educational Need, parents must inform the Head at the interview, or Admissions Department prior to this, who will then notify the Head of Learning Support (SENCo). Parents must provide details of any

learning needs prior to the acceptance of their child to the College. Failure to disclose details of a known, or suspected, SEN need may result in the withdrawal of a pupil's acceptance into the College.

Further details are contained in the school's Admissions Policy. The Head, or Admissions Department, may also refer a pupil for screening or a further interview with the Head of Learning Support (SENCo) and will discuss any reports with the Head of Learning Support (SENCo) before a place is offered.

Parents or guardians should forward a copy of any Educational Psychologist or other report, including medical reports, which might support a request, for example, for extra time or other special arrangement and which would ensure that we are aware of the pupil's difficulties.

8. Withdrawal:

The right is reserved following consultation to require parents to withdraw a child from the College in any case if, in the opinion of the Head:

- (i) the child is reported to be in need of assessment or additional or additional teaching or medication to which a parent does not consent,
- (ii) the learning difficulties require teaching or medication which, in the opinion of the Head, the school is unable to provide or manage
- (iii) the pupil has special needs that make it unlikely s/he will be able to benefit sufficiently from the mainstream education and facilities provided at the College

Withdrawal of a pupil in these circumstances would not incur a charge to fees in lieu of notice. Deposits paid in respect of the child may be credited to the account at the discretion of the Head.

9. Costs

The cost of assessments, professional advice and Learning Support teaching is payable by parents in addition to normal fees. Fees paid for additional support or Learning Support teaching will not be refunded under any circumstances. Fees paid for additional support or Learning Support teaching are paid in arrears for sessions and support given. Educational Psychologist or other external professional fees are paid directly to the person or organisation.

10. Outside teaching

Parents may opt for Learning Support teaching to take place outside the school provided the Head and Head of Learning Support (SENCo) are satisfied with all the arrangements including travel, timing and delivery to the pupil of the remainder of the curriculum. This may be specialist tuition in addition to the Learning Support teaching within the LSU department at Worksop College.

11. Liability of the school

Unless negligent under the terms of this policy, the School accepts no responsibility to the parents caused by or arising out of any failure to detect or refer a learning difficulty or other condition or situation of special need.

12. Legal Status

Advisory and non-contractual.

References:

Legal Framework:

General Guidance:

Technological:

Boarding Schools: