

Special Educational Needs and Inclusion Policy

Including Local Offer Incorporating

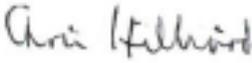
Special Educational Needs Information Report in compliance
with Statutory Instrument: Special Educational Needs
(Information) Regulations (Clause 65) and Special Educational
Needs and Disability Code of Practice (2014)

Date of Adoption: 22nd May 2017

Frequency of Review: Annually

Review Date due: May 2018

File Name: Special Educational Needs and Inclusion Policy

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| <p>Signed:</p>  | <p>Signed:</p>  |
| <p>Chris Hilliard Chair of Governors</p> | <p>Jennie Giovanelli Headteacher</p> |

SEND AND INCLUSION POLICY FOR KINGSTHORPE COLLEGE

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents:

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all students (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the students within the College and provide materials appropriate to students' interests and abilities. This ensures that all students have a full access to the College curriculum.
- Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some students in our College may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these students to close the gaps in their learning.
 - Other students will have special educational needs and this **may** lead to lower-attainment (although not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes which address the root

causes of any learning difficulty are essential ingredients of success for these students. These will be provided initially through additional support funded from the devolved Colleges' budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice are: □

- To provide curriculum access for all
 - To secure high levels of achievement for all
 - To meet individual needs through a wide range of provision
 - To attain high levels of satisfaction and participation from students, parent and carers
 - To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
 - To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - To “promote children’s’ self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Headteacher and the governing body have delegated the responsibility for the on-going implementation of the Inclusion Policy to the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The English as an Additional Language (EAL) Co-ordinator has strategic responsibility for the inclusion of students who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of students who are adopted or in local authority care.

All staff in College have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

The name and contact details of the SEND Co-ordinator

Mr D O’Leary – Tel: 01604 716106, Ext: 1316

Overall responsibility for the implementation of the Code of Practice – identification, provision and review of students with Special Educational Needs.

The name and contact details of the EAL Co-ordinator

Ms M Pitt – Tel: 01604 716106

The name and contact details of the Designated Teacher for Looked After Children

Miss D Eddy – Tel: 01604 716106, Ext: 1211

The kinds of Special Educational Needs provided for in Kingsthorpe College:

As an inclusive College we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included students with:

- Literacy and numeracy difficulties
- Social & emotional difficulties
- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Hearing Impairment
- Physical disabilities

In admitting students with special educational needs we would expect to have informative discussions with both the student's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with special educational needs through the College's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the student's and the College's needs make that a necessity. As a mainstream College, it would clearly be difficult for us to make provision for students whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school/college. However, we do not rule this out and would make a careful assessment of the needs of each student in constructive conversation with other agencies.

Our policies for identifying students and young people with SEND and assessing their needs

Our arrangements for assessing and reviewing students and young people's progress towards outcomes.

Our approach to teaching students and young people with SEND

How adaptations are made to the curriculum and learning environment of students and young people with SEND

How our College evaluates the effectiveness of its provision for students and young people with SEND

In agreeing our staged arrangements, the College has taken into account the following statements and definitions:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code of Practice (2014: Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that Colleges are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at College level” (p68)

SEN Code of Practice 2014

STAGE 1

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the College curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are

underachieving and have been identified by the College as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual College curriculum – not a special intervention for students with SEND.

- All vulnerable learners will be included on a detailed whole-College provision map which outlines and monitors all additional intervention across the College. The whole College provision map enables the College to:
 - Plan strategically to meet students’ identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-College issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Students’ needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, baseline assessment on reading and spelling ages, other whole-College student progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual student’s progress over time,
- liaison with feeder Colleges on transfer
- information from previous Colleges
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEND Support from the College’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the Learning Support Department and relevant teaching and pastoral staff.
- Undertaking, when necessary, a more in depth individual assessment.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for Vulnerable Learners

Where students are underachieving and/or identified as having special educational needs, the College provides for these additional needs in a variety

of ways and might use a combination of these approaches to address targets identified for individual students.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time by subject areas (time limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual withdrawal by subject areas (time limited and carefully monitored to ensure curriculum entitlement is not compromised)
- bilingual support/access to materials in translation
- monitored and supported in class by Learning Support Assistants (LSA)
- cross age tutors groups
- subject based and Learning Support club

See Appendix 1 (Kingsthorpe College's Local Offer) for a full list of interventions and support arrangements.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENDCO, middle and senior leaders. □ ongoing assessment of progress made by intervention groups □ Work sampling on a termly basis.
- Regular scrutiny of planning.
- the SENDCO/EAL co-ordinator liaise with teaching staff □ Informal feedback from all staff.
- student interviews when setting new targets or reviewing existing targets
- evaluating the impact of these targets on students' progress
- student progress tracking using the College's termly data cycle □ Attendance records and liaison with Education Entitlement Service.
- regular meetings about students' progress between the SENDCO/EAL co-ordinator and the Learning Support Department's Senior Leadership Team link
- Headteachers report to parents and governors

After an appropriate time a decision will be made as to whether the outcomes have been achieved and a decision will be made as to whether any additional support is required. If appropriate, a student may move onto Stage 2 support.

Stage 2

Additional SEND Support

- Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-

differentiated curriculum offer for all students in the College i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving students and students with EAL who do not have SEN will **not** be placed on the list of students being offered additional SEND support (but will be on the College's provision map).
- In keeping with all vulnerable learners, intervention for students on the SEND list will be identified and tracked using the whole-College provision map.
- It may be decided that a very small number (but not all) of the students on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the College can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.
- Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for students with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our IEPs only record that which is *additional to* or *different* from the differentiated curriculum plan which is in place as part of provision for all students. Targets will address the underlying reasons why a student is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs be accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”. Our IEPs be based on informed assessment and will include the input of outside agencies,
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs be time-limited – at reviews there will be an agreed “where to next?”
 - Our IEPs have a maximum of four short / medium term SMART targets set for or by the student.
 - Our IEPs specify how often the target(s) will be covered

- Our IEPs state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the student should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENDCO
 - Discussion, wherever possible, with parents/carers and student
 - Discussion with another professional
- Our IEPs will be regularly reviewed by the SENDCO in consultation with staff.

Please see Appendix 1 for specific types of support offered at Stage 2.

Stage 3

Education Health and Care Plan

- Students with an Education Health and Care Plan will have access to all arrangements for students on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our College will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding – An Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Principal

- The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO) and EAL Co-ordinator
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the College's provision in this regard through:
 - analysis of the whole-College student progress tracking system
 - student progress meetings with individual teachers
 - discussions and consultations with students and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-College provision map for vulnerable learners
- Identifying on this provision map a staged list of students with special educational needs – those in receipt of additional SEND support from the Colleges devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordinating provision for students with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Model appropriate interventions and teaching for students with SEND in mainstream and small group settings
- Overseeing the records on all students with Special Educational Needs
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all students with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map
- Monitoring students Learning Support targets and IEP's where appropriate
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meet with teachers to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the College's provision map (College managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur).
- Liaising and consulting sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the College's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within College)
- Liaising closely with a range of outside agencies to support vulnerable learners.

EAL Co-ordinator

The EAL co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of students with ethnic minority heritage and EAL, ensuring they are identified on the College's provision map
- Maintenance and analysis of whole-College provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for students with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach students with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records on all students with EAL
- Liaising with parents of ethnic and linguistic minority students, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Regular meetings with teachers to review the linguistic progress of students learning EAL and establish next steps in learning
- Evaluating regularly the impact and effectiveness of all additional interventions for students from cultural and linguistic minority backgrounds.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with EAL
- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the College
- Advising on and sourcing bilingual and culturally reflective materials to support student's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending EAL Co-ordinator network meetings and training as appropriate.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Subject Teachers & Pastoral Staff

- Liaising with the SENDCO/EAL co-ordinator to agree :
 - which students in the class are vulnerable learners
 - which students are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs (i.e. 'vulnerable learners').
 - which students (also on the provision map) require additional support because of a special educational need and need to go on the College's SEND list. Some of these students may require advice/support from an outside professional and, therefore, an Individual Education Plan to

address a special educational need (this would include students with statements/EHC Plans)

- Securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for students with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing students’ progress and the effectiveness of our educational provision for students with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our students will be assessed and reviewed through
 - The College’s generic processes for tracking the progress of all students
 - The Learning Support Departments internal baseline assessments
 - Regular evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each student)
 - Termly evaluation of whether students in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

How students and young people with SEND are enabled to engage in activities available with students and young people in the College who do not have SEND

- As an inclusive College, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the College.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience. In some circumstances it may be beneficial to withdraw students for intensive one to one or small group intervention.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all students in the College (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all students in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Students are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Students are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- The use of the College's Marking Policy (CAR; Comment Action Response) facilitates a learning dialogue in which students are given the opportunity and encouraged to reflect on their learning??DO'L to check

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of students and young people with SEND and measures to prevent bullying

Pastoral Care System.

Our aim at Kingsthorpe College is to promote each student's character and currency and academic development. We believe that all stakeholders of our KC team work and learn together, where they feel valued and cared for and our staff always make time for their students. An effective and supportive system of pastoral care is in place, which aims to:

- provide effective support, advice and guidance for all students,
- monitor their attendance, academic progress and personal development,
- ensure that measures are in place to promote good behaviour and a positive learning environment.

Kingsthorpe College operates a house system. There are five houses, each with 10 tutor groups. Each tutor group has approximately 28 students and is managed by a form tutor. Each house is overseen by a teaching member of staff (Achievement Director) with support from the House Manager. In this way, we ensure that the students receive individual care and attention and we pick up on problems quickly. The form tutor sees the tutor group during a daily tutor period and is the first point of contact for home. The College also operates a vertical 'buddy system' where we have students from Year 7 to Year 13.

Miss D Eddy – Senior Strategic Leader Safeguarding & Behaviour– Ext: 1211

Mrs R Tweed – BEST Co-ordinator – Ext 1305

The College employs an Attendance officer to monitor and encourage good attendance from students. In carrying out this role, the attendance officer works

closely with parents to support students and families in dealing with any issues or concerns that may adversely affect College attendance.

Mrs Julie Williams – Attendance Officer – Ext: 1215

The Behaviour Co-ordinator role is a pivotal leadership role within the Behaviour and Education Support structure. Through taking strategic leadership of IEU and our Behaviour for Learning they will ensure that the College implements effective consequences and appropriate interventions to ensure students at Kingsthorpe College:

- learn effectively
- become responsible, successful and confident learners who model the core values of the College
- educational and behavioural barriers to learning are removed

See Appendix 2 for Kingsthorpe College's stage approach to Pastoral & Learning Support provision.

Information about the expertise and training of staff in relation to students and young people with special educational needs and how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, the College's Special Educational Needs Coordinators are qualified teachers
- The SENDCO, EAL Coordinator (as appropriate) and Designated Teacher for LAC will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the College development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the College from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our College employs staff of the highest calibre.

Information about how equipment and facilities to support students and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our College will fund this as additional SEND support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the College will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the College from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our College will, wherever possible, join with other Colleges in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Arrangements for consulting parents of students with special educational needs and involving them in their child's education

Arrangements for consulting young people with SEND and involving them in their education

Partnership with Parents/Carers

The College aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting students and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform College of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the College will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the College can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets

- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where possible translated information for parents with English as an Additional Language.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

How our College involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting students and young people's special educational needs and supporting their families

- Our College will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - EHA team
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Parent Partnership Service
 - NCC Sensory Impairment team
 - Local NHS services
 - Targeted Prevention Team
 - Education Entitlement Service
 - Multi-agency safeguarding hub
 - Referral Management Centre
 - Information Advice Support Services
 - Autism Outreach Team
 - The College is a member of the Fairfields Teaching Alliance.
- In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific

provision planning meetings involving students with special educational needs in our College. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc).
- We have a clear point of contact within the College who will coordinate the support from outside agencies for each student. In addition to the SENDCOs / Designated Teacher for LAC and Senior Strategic Leaders, the College's Attendance and Welfare Officer plays a key role in working in partnership with parents and external agencies.

Arrangements for supporting students and young people in moving between phases of education and preparing for adulthood (effective transition)

- We will ensure smooth transition into our College from the previous phase of education and from our College into the next phase of education.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students in receipt of Additional SEND support and all those with Education, Health & Care Plan of Special Educational Needs. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Students and parents will be encouraged to consider all options for the next phase of education and the College will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise

Co-ordinator for primary to secondary transitions

Miss Alex Bennett– Ext: 1219

Mr P Pomerantz, Director of Post 16, in charge of transition between KS4 and 5. Ext: 1217

Participation Advisor (Prospects Services)
Annie Judd – Contact details:07714 736669 a.judd@prospects.co.uk

Admission Arrangements

No child will be refused admission to College on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision (see Admission policy for the College, as agreed with the Local Authority.)

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the College **Complaints**

If there are any complaints relating to the provision for students with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCO/EAL Co-ordinator, then, if unresolved, by Principal. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our College's Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082
<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000
<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information Advice Support Services (formerly Parent Partnership Service):
Contact Number : 01604 636111. www.iassnorthants.co.uk

Referral Management Centre: Contact Number: 0300 1111 022
<http://www.nht.nhs.uk/main.cfm?type=REFERRALMANAGEMENT>

Virtual College for Looked After Children : Contact number : 0300 126 1000
<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-College/Pages/default.aspx>

(See the Northamptonshire Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published.

www.northamptonshire.gov.uk/localoffer

See Appendix 1 for Kingsthorpe College's 'Local Offer'

Inclusion of students with English as an Additional Language

Definition

A student who has English as an Additional Language is a student whose first language is not English, and who uses that language on a regular basis inside or outside of College. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our College by respecting that diversity and reflecting it in our College environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our College community.

The routine and prolonged withdrawal from mainstream of students with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual College curriculum.

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a College place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our College. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

The following provision is put in place when following the procedures for new EAL starts at Kingsthorpe College

Students arrive in College and are interviewed by Jonathan Brook who will connect the student to a house. The House Manager links the student to EAL.

Upon arrival in the EAL Department, learners will sit a Placement Test and will be assigned a buddy who speaks their language. They will be given an explanation of the College procedures and a tour of the school ensuring the learner feels comfortable and has an understanding of learning and behavioural expectations whilst attending K.C.

Post Placement Test the new EAL learner will be taken to tutorial and will attend Maths, English and Science. This will assist smooth transition into the College environment for the student to be 'confident' and 'competent'.

Non-speakers will attend every period every day until they feel settled, confident and have more of an understanding of their learning journey at K.C. The attention will focus on intensive language.

Upon assessment the EAL student will be told which lessons they will attend dependant on their level of understanding both verbally and written. They will then attend sessions up to one per day dependent upon need. This information will be emailed to all Heads of Faculties The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEND students unless SEND is indicated.
- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the student to improve their knowledge

and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their education. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the College and approach the College regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the College by, wherever possible, providing interpreting facilities at parents' evenings and other College meetings and by providing key College information in translated format.

Inclusion of students who are Looked After in Local Authority Care

Our College recognises that:

- Students who are looked after in local authority care have the same rights as all students but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why students who are looked after in local authority care often fail to make expected progress at College :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of College
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all Colleges to have a designated teacher (DT) for looked after students. (The name of the current designated teacher at our College is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

- monitoring the progress of students who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in College
- ensuring that students who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (ePEP) has been arranged and that it is regularly reviewed, at least three times in an academic year
- ensuring that information concerning the education of students who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual College team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our College will work closely with the county's The Virtual College (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

The Looked After Co-ordinator – Miss D Eddy – 01604 716106, Ext: 1211

Inclusion of students who are 'gifted' and/or talented

In this section the term 'gifted' refers to students who have a broad range of achievement at a very high level. Those students who are 'gifted' have very well-developed learning skills across the curriculum. The term 'talented' refers to students who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- | | |
|-------------------------------|--|
| □ Physical talents | sports, games, skilled, dexterity |
| □ Visual/performing abilities | dance, movement, drama |
| □ Mechanical ingenuity | construction, object assembly (and disassembly), systematic, working solutions |
| □ Outstanding leadership | organiser, outstanding team leader, sound judgements |
| □ Social awareness | sensitivity, empathy, |
| □ Creativity | artistic, musical, linguistic |

We respect the right of all students in our College, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our College make specific reference to teaching and learning that takes into account the needs of all students. They also identify the commitment to giving all our students every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented students.

Identification

Students are identified as whole school gifted and/or talented based on prior attainment. CAT scores have been used alongside KS2 data for years 8-11 and scaled scores have been used for year 7. The highest scaled scores of year 7 students have been taken across English and Maths which equates to scaled scores of 110 or higher. The same has applied to CAT scores which varies across different year groups but the top 20 students have been identified in each year group and in all circumstances these scores have been above 107. Where students have particularly high SATs scores, for example level 6 has been achieved in one or more subjects, these students have also been included. Subject specific lists of students have also been created by faculties. These lists include students who have a gift and /or talent in a particular subject. Before identifying any child 'gifted' in a particular area, we aim to ensure that all students have had the opportunity to learn and succeed in this area, this makes the identification process fair. Identification of students as 'gifted' and/or 'talented' is a judgement which applies to the current class/College context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our College does not necessarily mean that in another College or context the child would be identified.

A gifted, able or talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the College will draw up a register of gifted, able or talented students in particular subject areas in addition to the whole school list. This list will be kept under review. Provision for very able and/or talented students will be tracked on the College's provision map

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our students. We give all students the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for student's learning by providing:

- a common activity with appropriate scaffolding that allows the students to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for students to progress through their work at their own rate of learning.

Students meet a variety of organisational strategies as they move through the College. Each strategy supports all students in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our students. These activities offer 'gifted' and/or talented students the opportunity to further extend their learning in a range of activities and learn content outside the constraints of the curriculum. Opportunities include a wide range of super curricular activities as outlined in the super curricular booklet, higher education visits and workshops and a year group specific gifted and talented tutor time for year 11,12 and 13 students to give extra support with revision techniques , focus areas from PLCs, UCAS applications and sourcing work experience and summer placements in preparation for university applications.

Gifted and Talented Co-ordinator – Miss E Maund – 01604 716106, Ext: 1330

KINGSTHO RPE COLLEGE'S LOCAL OFFER

Appendix 1

WAVE 1 SUPPORT

Learning – Faculty & SEND Based

- First quality teaching, differentiated work and resources
- Faculty homework/revision clubs
- Learning Support after school homework club
- Resources for sensory and physical impairment
- Sixth Form paired reading
- Faculty based intervention
 - In-class support
 - Time limited withdrawal of individuals and groups
- Bilingual support/access to materials for translation
- LSA monitoring students in-class
- SLT intervention
- Library support
- Peer support

Below are examples of the type of intervention and support offered both in and outside of lesson time from the various Faculties at KC:

The English Faculty use the following strategies:

- Scaffold learning with the use of framework and guide sheets
- Use of small, stepped activities to progress learning at an individual pace
- Differentiation of the texts we use with a class – including using different novels for different sets too
- Differentiation of the tasks set by offering menus where students are guided to appropriate levels of challenging tasks
- Use of differentiated revision guides
- Use of differentiated group and pair activities (including learning buddies)

The Maths Faculty use the following strategies:

- Scaffold learning with the use of stepped activities to assist learning.
- Use of MyMaths which provides a range of learning styles.
- Targeted revision sessions take place at the end of the school day on identified days for different ages and tiers of entry which is mainly aimed at Year 11 and Post-16 □ Differentiated worksheets. □ TA to support key groups.

The PE Faculty use the following in addition to the various sports clubs offered:

- 'Intervention' sessions after college for underachieving students in Cambridge Nationals and Cambridge Technicals in Sports and GCSE PE
- Students underachieving may be removed from core PE to be allocated more time to work on coursework.
- Underachieving students may be asked to attend intervention days to improve the standard of their work

The ICT and Business Faculty use the following:

- Templates for projects such as web development and multimedia are used to help bridge the skills gap.
- Writing frames and exemplars are often used to differentiate work
- Lunch time ICT clubs to facilitate the learning of new ICT skills including programming for PP students and all other students. Lunch time and after school sessions are also used to support underachieving students. Other students, some without access to a computer and/or internet at home, also use these clubs to complete homework and conduct non-ICT subject-specific online research.
- Use monitor overlays and anti-glare screens, especially for dyslexic students when requested.

The MFL Faculty use the following:

- Differentiated revision sessions at KS4 – for students sitting both the Foundation and Higher exams
- Range of differentiated worksheets and resources – students shown a variety of ways they can access language i.e. visual, audio
- Intervention – Year 11 students who are under their target grade are given extra support in lessons and opportunity for extra help outside of lessons if needed.
- After college club and lunch time clubs are timetabled for all students particularly the less able students.
- Students have free access to kerboodle (a website that help them to revise) and GCSEPOD.

The Science Faculty use the following:

- Intervention at tutor time for targeted for targeted Year 11 students who are below progress on their assessment
- KS3 students have access to differentiated lesson tasks and assessments which allow them to progress to the same outcome with a variety of support
- Year 9 not on track to meet their target by the end of the year will receive additional in lesson support
- Differentiated revision sessions after college for KS4 for both Higher and Foundation students
- Targeted learning strategies personalised to students in lessons by class teacher

- Homework and end of topic assessments to monitor progress. Repeated poor performance will result in contact home and support to follow.
- KS5 students are monitored closely and have intervention contracts to help support them in areas they are finding to be a barrier to success.

The Humanities Faculty use the following:

- Differentiation by task, which involves setting different tasks for students of different abilities by offering choices where students are guided to appropriate levels of challenge
- Differentiation by support, which means giving more help to certain students within the group.
- Differentiation by outcome, which involves setting open-ended tasks and allowing student response at different levels.
- Use of small, stepped activities to progress learning at an individual pace.
- Support for literacy and extended writing tasks.
- Use of GCSEpod.
- Personalised learning checklists with KS4 and KS5 students. □ At Key Stage 4 we also offer an intervention programme to students who are underachieving, as well as targeted revision sessions.
- At Key Stage 5 we offer a personalised support programme to individuals who are underperforming or struggling with their studies.

The Art Faculty use the following:

- Lunchtime and after college coursework catch up sessions
- Individual target setting and assessment sheets
- Personalised learning, subject mentoring
- Educational visits to support and develop teaching and learning
- Intervention Photography twilight
- Writing Frames, Annotation Ladders

The Performing Arts use the following:

- Intervention sessions at lunch time and after college for underachieving students in KS4 in music, drama and dance
- Access for all clubs in KS3, specifically, junior dance club and skills club, with automatic entry into college shows
- Creative Media drop-in sessions for KS4 and KS5
- Lunchtime intervention sessions

The Design & Technology Faculty use the following:

- Personalised learning, with resources
- Intervention with support staff
- Differentiate the tasks set by offering menus where students are guided to appropriate levels of challenging tasks
- After college coursework intervention

- Writing frames, and differentiated resources, translated scripts if required
- Small groups receive support from the D&T Technician

Social, Emotional & Mental Health

- Whole College Behaviour Policy
- Stamp System – Rewards and Sanctions
- Tutor Support
- Vertical Tutor Group Peer Support
- Meet and Greet
- Toilet Pass
- Time Out Card
- Tutor Report
- House Mentoring
- Team around the student meeting (TAS)

WAVE 2 SUPPORT

Learning – SEND Based Support

- In-class support (SEND groups of 3-5 students)
- Time limited small group withdrawal for;
 - Literacy
 - Reading
 - Spelling
 - Handwriting
 - Punctuation
 - Numeracy
 - Word Processing Skills
 - Exam Skills
 - Revision Techniques

Social, Emotional and mental Health – SEND Based Support

- Time Out Card Support
- Mentoring Support; ASD students, ADHD, other vulnerable students
- Emotional and Well-being Support

Whole College Support

- House Report
- Time Out Support
- Attendance Surgeries ▪ 'All about me' with Mrs Tweed.

WAVE 3 SUPPORT

Learning – SEND Based Support

- One to One Support Programmes for
 - Literacy
 - Spelling
 - Reading
 - Punctuation
 - Numeracy
 - Word Processing Skills
 - Exam Skills
 - Revision Techniques

Social, Emotional & Mental Health – SEND Based Support

- Mentoring Support including
 - ASD
 - ADHD
 - and other vulnerable students
- Emotional and Well-being Support

Whole College Support

- Personalised Timetables
- House mentoring
- Behaviour Contracts
- Parental Contacts for Attendance
- Individual Counselling ▪ Pastoral Support Plan
- EHA
- Referrals to Outside Agencies
- Behaviour Co-ordinator; one to one support for identified students ▪ 'Managing my emotions and not them managing me' Group work

Pupil Premium

The College uses its Pupil Premium budget to fund a range of interventions at different levels. Some of these include:

- Maths and English intervention work
- Assistance with home-school travel (where needed)
- Work Related Curriculum
- Exam Breakfasts
- Gifted and Talented Clubs ▪ Prince's Trust Achieve Club
- Revision guides for Year 11 GCSE students
- Payment Support for Student Trips
- Music Lessons
- IT Resources
- Personalised spend for identified student premium students including equipment, music lessons, uniform
- Provision of a Summer College to support identified students with the transition from primary to secondary college
- Personal Mentors

Gifted & Talented

- Year 11 students mentored by Year 13 students
- G&T Co-ordinator liaises with subject teachers regarding specific individual intervention
- Gifted & Talented Club run by G&T Co-ordinator to mentor and discuss future plans
- Faculty based G&T clubs run to extend learning

PROVISION MAPPING & PASTORAL SUPPORT – A STAGED APPROACH TO PROVISION

Appendix 2

| WAVE 1 | WAVE 2 | WAVE 3 |
|--|--|--|
| <p>Tutor Report Meeting</p> <p>building to determine student issues (RT). Three weeks unsuccessful reporting</p> | <p>1. House Report 2. Pastoral Mentoring 3. Team Around the Student (TAS) to identify needs recorded on Low Alert Tracker 4. All About Me relationship</p> <p>Referral to SENDCO for: 1. Behaviour LSA Support (SD) 2. Emotional Wellbeing Support (SEW) e.g. Meet & Greet</p> | <p>1. SLT Report 2. TAS Meeting to develop Support Plan recorded on High Alert Tracker 3. Managing My Emotions, not Them Managing Me group or 1:1 support (RT).</p> <p>1. Behaviour LSA Support 1:1 2. Emotional Wellbeing Support (SEW) e.g. individual support/coping strategies</p> |

Appendix 3

Key points of contact:

| | | |
|--|---|------------------------------|
| Mrs R Watts, Achievement Director Red House | - | 01604 716106, Ext: 1329 |
| Mr Z Butlin, Achievement Director Green House | - | 01604 716106, Ext: 1306 |
| Mr P Hancock, Achievement Director Gold House | - | 01604 716106, Ext: 1302 |
| Miss F Old, Achievement Director Purple House | - | 01604 716106, Ext: 1307 |
| Mr M Hill, Achievement Director Blue House | - | 01604 716106, Ext: 1301 |
| Ms Tweed, BEST Co-ordinator | - | 01604 716106, Ext: 1305 |
| Mrs R, Gant, Assistant Headteacher | - | 01604 716106, Ext: 1317 |
| Miss D Eddy, Senior Strategic Leader Safeguarding | - | 01604 716106, Ext: 1211 |
| Mrs T Salmons, Deputy Designated Safeguarding Lead | - | 01604 716106, Ext: 1227 |
| Mrs J Williams, Attendance Officer | - | 01604 716106, Ext: 1215 |
| Mr J Brook, Site Services & Project Manager (Admissions) | - | 01604 716106. Ext: 1209 |
| Miss E Maund, Gifted & Talented Co-ordinator | - | 01604 716106, Ext: 1330 |
| Mr D O'Leary, SENCO | - | 01604 716106, Ext: 1317 |
| Ms M Pitt, EAL Co-ordinator | - | 01604 716106 |
| Mrs A Judd, Connexions Advisor (a.judd@prospects.co.uk) | - | 01604 630033 07714 736669 |

