

Special Educational Needs and Disability (SEND) Policy

Schedule 10 Of The Equality Act 2010 Schedule 13 Of The Equality Act 2010	Accessibility for Disabled Students Education: Reasonable Adjustments
Applies to	All students in college and boarding premises
Approved by	I certify I have reviewed this policy and verify that to the best of my knowledge it reflects current legislation and is in accordance with my wishes and the Board of Directors Martin Meenagh, Principal
Annual Review	
Reviewed on	September 2019
Next review date	August 2020
Reviewed by	Dershna Patel, SENDCo

References

This policy has been drawn up with reference to legislation detailed in the Equality Act 2010, Part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014, and the Order setting out transitional arrangements. This legislation covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

We also refer to statutory guidance contained in the 2015 SEND Code of Practice: 0 to 25 years, the Joint Council for Qualifications' Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, the Independent Schools' Inspectorate (ISI) Handbook for the Inspection of Schools - The Regulatory Requirements (February 2016), our own Admissions, Behaviour, Curriculum, Safeguarding and Child Protection policies, and the guidelines set out in the CIC Accessibility Plan.

1. Background

Chelsea Independent College is an academically non-selective College that admits students into GCSE, A Level, International Foundation Year (IFY) programmes and Level 3 Diplomas. The College is keenly aware that addressing individual learning needs is the key to student success and this policy therefore aims to provide a framework for the support of learning throughout the College. The College maintains a SEND register.

2. Aim of the College's policy (ISI Regulatory Requirements Part 1, Regulation 2.2 (b), (e), (i); Part 1, Regulation 3 (d))

Chelsea Independent College aims to enable students with Special Educational Needs and Disability (SEND) to achieve their full potential by:

- Working with the students concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best programmes of study for each student;
- Working with outside agencies, where necessary, to enable the greatest access to opportunities for student progress in their College work, in their programmes of examination, and in their future study or careers.

3. Objectives of learning support provision

- To provide appropriate material resources and suitable advice to support students with SEND who are on the SEND register
- To provide support and advice to students, where appropriate, who do not have a specific SEND, and yet have been identified as having specific difficulties with the curriculum
- To develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning of those with SEND.
- To maintain links with parents/carers regarding the progress of those who are on the SEND register.

4. SEND defined

A student is defined as having SEND if:

- a) He or She has a more significant and greater difficulty than the majority of students of the same age;
- b) He or She has a disability preventing or hindering them from making use of educational facilities of a kind generally provided for students of the same age in Colleges within the area of the Local Authority.
- c) We identify four areas of need:
 - Cognitive and learning needs – including specific learning difficulties (e.g. dyslexia, dyspraxia)
 - Social, Emotional and Mental Health development needs
 - Communication and interaction needs – including autistic spectrum disorders
 - Sensory and/or physical needs – including visual or hearing impairments

5. Admissions policy

The College must feel confident that a prospective student will benefit from the education offered so that there is no reasonable doubt at the time of admission that he/she will have a complete, happy and successful education at Chelsea Independent College.

At the application stage and also later in the admissions process parents are given the opportunity to notify the College of any SEND needs affecting their son or daughter of which the college should be aware.

The parents of a student with an existing SEND are requested to submit copies of Educational Psychologist's report or statutory Education, Health and Care (EHC) plan to admissions, who will then submit the files to the SENCo. The SENCo will review all documents provided to establish whether any reasonable adjustments within the college and curriculum are required if the candidate is successful with their application. The SENCo will report their initial thoughts to the Principal, if necessary, for their consideration.

A meeting may be arranged between the student, their parents/carers, and SENCo, so that, if necessary, steps to accommodate the needs of the student can be arranged well in advance of admission. If a student is accepted into the College with known SEND, the College (acting upon the advice of the SENCo) will make reasonable adjustments to meet his/her needs. The College

will agree with the parents and student on how the needs of the student can best be met. If a student is accepted into the College and their needs become identified at a later stage, the College will assess how best to meet those needs in consultation with the parents, the student and any external agencies which are felt appropriate.

Failure to disclose information regarding SEND issues may result in the College being unable to offer an adequate level of support. This can cause unnecessary delay in providing adequate support, and within reasonable limits, to the student and thereby hinder their progress.

6. Identification of students with SEND

The College aims to identify students with SEND in the following ways:

- By the receipt of information from a previous College or other educational establishment;
- By the provision of information by parents as described above;
- By the raising of concerns from members of staff about the learning progress of a student;
- By reviewing the progress of all students within the College through the reporting system.

7. The SEND Register

The SEND Register records the current status of all those students within the College who have been identified as having SEND. The Register is reviewed regularly and includes the nature of the student's difficulties.

The Register is kept within the SEND department to be viewed by the SENCo, a condensed version which has clearer information and advice is issued and made available to all teaching staff throughout the academic year and, the document is titled 'SEN Students - All Staff List', and is a working document which is updated throughout the year. This allows for staff to have up-to-date information about, not just the students they teach, but all our students. A hard copy is not kept and staff are encouraged to not print the document due to the sensitive information it withholds.

8. Support for students Procedure

Students receive support for their learning at Chelsea Independent College. This is based on the plan of support as specified in the 2014 SEND code of Practice – *Assess, Plan, Do, Review* – and is as follows:

Stage 1: Concern raised. Concerns may be raised by any member of staff at any stage in a student's career in the College or indeed by a student or parent/career.

Stage 2: Information gathering. The SENCo will ask for feedback on the student from all of his/her teachers and review the student's academic progress.

Stage 3: Student meeting. The SENCo will aim to meet with the student as soon as possible, usually within two weeks of receiving the initial concern. Parents/guardians may be invited to this meeting.

Stage 4: Assessment of student needs. In the light of the student meeting, the SENCo will discuss the needs of the student with the referring teacher. At this stage it will be usual for some feedback to be given to parents on the outcome of the appraisal. The student may then be placed on the SEND register and the level of support required will be determined.

Stage 5: Planning. At an early stage, an Individual Education Plan with specific targets may be prepared and circulated to relevant teachers. This will aim to highlight targets for both the student and his/her teachers in order to enable learning to be more effective.

Stage 6: Implementation of support programme. The agreed support is implemented in the classroom for the agreed period of time.

Stage 7: Review of cycle and Reassessment. At the end of a defined period the regular lessons of support for most students are concluded and a review is carried out of their progress by the SENCo. The student will be reassessed and;

- If the student has not made sufficient progress they will remain on the Register and new targets will be set to further support them;
- If the student has made sufficient progress they will be removed from the Register.

9. Support for teachers

Teachers are supported in their teaching of students with SEND in the following ways:

- Staff INSET (at regular intervals, as part of the cycle of compulsory training; all new staff receive an induction session on SEND);
- Information contained in the 'SEN Students - All Staff List';
- Advice given within curriculum area meetings when it is clear that there are particular issues relating to a subject
- Provision of IEPs; teachers are aware of these IEPs for the students they teach, must read them and act on advice and strategies recommended insofar as they are relevant to their subject.
- Teachers are also encouraged to contribute to the IEPs that are set for the SEND students

Teachers must:

- familiarise themselves with the individual learning needs of students within their class by checking on SIMS for notes inputted by the SENCO on the SEND register and any exams arrangements;
- record briefly, in mark books, students with Learning Support needs/SEND in each class;
- discuss a student's needs with the SENCo, and student's tutor where they require further guidance;
- monitor the progress of students with special learning difficulties and to adapt teaching methods where reasonable and practical to help a student to be able to reach his full potential in the subject;

- observe where a student not previously formally identified with a specific learning difficulty is not making expected progress, and to adapt teaching to try and support the student to make expected progress;
- contact the Head of Faculty and student's personal tutor to highlight their concerns about the student if the measures implemented do not result in the student making expected progress;
- contact the student's tutor, who will, having collated information, consult the SENCo when all measures in class/in department have not enabled the student to make expected progress;
- produce internal reports on SEND students in their classes when required to do so, for tutors and to ensure evidence of need is recorded.

10. Assistance from outside agencies

The SENCo can provide links with other advisers who are able to assist when required in additional support for students with SEND. They can carry out diagnostic assessments and provide specific feedback to parents/careers on any assessments which have been conducted. This feedback may indicate that a student's difficulties are potentially associated with a given diagnosis and further investigations are needed. It is the responsibility of parents to cover all costs relating to consultations, assessments and reports.

Where a student has an EHC plan prepared by the LA, the College will work with this body to ensure that the provisions of the EHC plan are addressed and that the relevant IEPs are prepared and enacted according to the relevant statutory requirements. (ISI Regulatory Requirements Part 1, Regulation 2 (2) (e)). It is the duty of the SENCo to advise teachers on the particular needs of the student and the recommended strategies for teaching him/her.

For any student with a SEND or EAL issue, we take every reasonable step we can to ensure his/her welfare. Such students, in the interests of their welfare, will sometimes require an amendment to the normal programme of study, whilst at the same time being given equal access to the academic curriculum.

For students with an EHC plan the SENCo will chair a full annual review, with, in attendance, representatives from the local authority.

11. Students with EAL needs

The College conducts its learning in English and there is an expectation that all students are able to communicate effectively in English. This is assessed during the admissions process through the interview. In practice, all students for whom English is an additional language will attend English for Academic Purposes (EAP) classes and undertake the IELTS test. Students will not be allowed to leave the English for Academic Purposes classes until they reach a level 6.5 in their IELTS (or equivalent) examination. There is a separate EAL policy.

Subject to compliance with JCQ regulations, special provision in examinations can be provided where necessary, and in day-to-day life students with EAL requirements are encouraged to bring and use bilingual dictionaries. It is our experience that those coming to us with significant

language needs invariably fall into the 'gifted and talented range', and a means for allowing access to 'gifted and talented' provision is always found amongst the adjustments that have to be made for the acquisition of good quality English.

To enable us to provide all necessary support at the critical point of entry, we ask at application for details from parents of their son's/daughter's ability in English and language background. Additionally, the interview process allows us not only to identify potential students with EAL, but also the level of support they may require. Those who are deemed likely to need support are given a further, qualitative assessment which is used to inform a scheme of support, if it is seen to be required.

12. Safeguarding students with SEND

The College recognises that students with Special Educational Needs may be more vulnerable to bullying or other kinds of abuse. We also recognise that such students may be more vulnerable to going missing from education as well as to being drawn into terrorism through radicalisation. To ensure that all of our students receive equal protection, we will give special consideration and attention to any students who are disabled or have special educational needs, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the College: the personal tutor system and tutor group meetings, the Cause for Concern file (recorded on CPOMS), Bullying File and Child Protection file, as well as the weekly minuted Pastoral meeting where student needs are discussed. The welfare of students of concern or in need is actively monitored by staff, all of whom are trained in safeguarding and reported to the Designated Safeguarding Lead (DSL) and DSO, who are trained and experienced in advising and decision-making in respect of appropriate actions to take (including managing referrals), support mechanisms to provide and record-keeping.

13. Supporting students with medical conditions and those with mental health and wellbeing concerns

Where appropriate, medical notes are made known to teachers so that appropriate concessions in lessons and in exams can be arranged. These will be forwarded to the Head of Examinations. The SENCo attends the weekly Pastoral team to share information on those whose welfare is a concern, and offers learning support to students where appropriate.

14. Physical accessibility

We recognise that some students with special educational needs and learning difficulties may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Chelsea Independent College's Accessibility Plan from the website. This shows the ways in which we plan to make our buildings progressively more accessible to disabled students, parents and visitors.

15. Gifted and talented students

Such students are identified at the point of entry (through previous examination results and at interview), 'gifted and talented' students are identified as potential A*-A candidates. Alternatively, a student may become part of the A*-A candidates register in subsequent weeks after showing outstanding talent throughout the academic year (measured in part by the EPPs

and internal Mock Examinations). Such students' ability is fostered both in and outside the normal curriculum. It is usual for them to be offered extension work in many of their subject areas. In lessons, teachers are expected to provide differentiated work for these students and provide work suited to their talents and abilities; lessons provided in Years 12 and 13 as preparation for candidates applying to Oxford, Cambridge, LNAT and BMAT are open to all able students who wish to extend their knowledge and academic skills.

In addition, students who are deemed to be part of the gifted and talented group will be offered opportunities to broaden their knowledge. The gifted and talented provision is organised on subject basis and each subject teacher has different methods to support this, please see below for some examples which teachers will be able to evidence.

Business

The regular monitoring and reporting of individual student performance as part of normal procedures. Differentiated work is encouraged for students to meet their learning needs.

- Encouraging the use of alternative means of research, such as online records and the internet likewise, encouraging the use of ICT as a means of presenting those ideas, such as PowerPoint in preparation for students starting university.
- Opportunities for students to take part in educational visits to see how the knowledge they've gained in the classroom is applied in the Business world such as trips to Belgium. There is a list of possible business trips on the staff shared drive.
- Promotion of extra reading of Business and Economics articles using google classroom. There are also business and economics books available in the business library in room 12. The college has had subscriptions to Business Review, The Financial Times and The Economist in the past.
- Opportunities for students to participate in external enterprise competitions and programs. Student Investor and young enterprise have been used in the past. The new timetable in September 19 will allow for much more of this.
- Recognition, celebration and rewarding of achievement of students within the department via the end of term ceremonies.
- Opportunities for gifted and talented students to join AAT Level 3 Advanced Diploma in Accounting qualification alongside existing A Levels.

Economics

- Enabling gifted students to work together in group's boosts their academic achievement and benefits other students in the classroom.
- Offering students to take up external projects to boost their grades. Such as external projects during the summer holidays.
- Creating slightly harder and more challenging questions that are slightly above and beyond the level they are working at. For example, economic past papers from 10 years ago are much harder and challenging than recent past papers.
- More complicated graphs and texts on current topics relating to their home countries or topics of current interest.
- Share current events to analyse. Allowing students to use their gained talents in economics to solve real-world problems.

- Put them in online Escape Rooms once in a while to challenge their brain power. <http://www.breakoutedu.com/digital/>
- Brainstorming in class is a really good way to develop critical thinking, challenges the gifted students to discuss and debate ideas between each other.
- Set gifted students timed pressure on their classwork to be completed, challenging them to use their brain more.

Geography

- Differentiated questioning – posing higher order thinking skill questions to more able Geography students (Bloom’s Taxonomy).
- Socratic dialogue – while students are engaged in a task, choose a student and ask them to explain their thinking about the topic. Challenge their ideas through use of thoughtful questioning, offering alternative arguments and the suggestion of counter-examples.
- Options for tasks – providing students with a range of options from which they might choose in order to complete a task.
- Research tasks and discovery learning – students are encouraged to discover facts and relationships themselves.
- Extension tasks – added on to a segment of a lesson in order to stretch the thinking of students who complete a main activity.
- Students teaching – students invited to come to the front and lead the class in a discussion.
- Events – for example, taking students to the Geography in Action Day in Nov 2018.
- Further reading – provide recommendations for relevant books, documentaries and television programmes that students should watch and set questions on them for additional homework.
- Encourage students to join the Royal Geographical Society with IBG (www.rgs.org) as a Young Geographer.

Mathematics

- Within classes extension exercises will be provided and often students are given 'bonus' questions so they will be stretched
- A-level textbooks contain 'challenges' for G+T students, though all are welcome to try them. We also encourage strong students to help weaker ones.
- All students are invited to take the UKMT Mathematical Challenges with the most successful achieving gold medals and invitations to follow-up rounds. In particular, gifted students on are required to go on Olympiad Summer courses and have been set up with Olympiad mentors from the UKMT.

Creative Arts

- Students are given extra reading material to research and reference for their essays.
- Each project is different for students so the list of additional tasks we give will differ on a case by case basis.
- For gifted and talented students, we challenge them to complete work with a wider range of materials, and to spend a considerable amount of time on their homework’s. We expect them to visit art galleries in their spare time.
- Generally, the students are encouraged to go beyond the set tasks - to add in as much of their own ideas as possible.

- By content; providing students more challenging materials to develop their conceptual skills e.g. semiotics and visual languages.
- By processes and techniques; providing students with open end projects that will encourage their creativity and allow them to explore more sophisticated computer software e.g. basic will be Photoshop and Illustrator more demanding After Effects and Animate, really challenging Maya.

Science

- The gifted and talented students across the whole science department will be encouraged to attend and complete chemistry, physics and biology Olympiad exams.

16. Access Arrangements for public and internal exams

The Examinations Officer and SENCo will review the needs of identified students for access arrangements in both public and internal exams and will ensure that such needs, when compliant with JCQ regulations, are met whenever possible.

If a student is believed to require access arrangements during examinations, and does not have medical evidence or EHC plan to support this, then an assessment will need to be carried out. These assessments will be administered on site by a qualified professional to determine whether the student is eligible for access arrangements and in particular which ones.

For public examinations access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications (www.jcq.org.uk). An assessment for such access arrangements will be carried out by the Examinations Officer in liaison with the SENCo. Parents/Carers should be advised that these assessments are to provide evidence that an access arrangement is required by the student and are not diagnostic.

For internal examinations such as EPPs and Mocks, extra time, the use of a word processor or other alternative access arrangements will be granted following a successful application. Please see Appendix 1 which outlines our laptop and word processor policy.

17. Management and Review

Storing information

Hard copies of assessment reports etc. will be kept locked in the SEND Department's office in a lockable filing cabinet. All data will be stored for seven years from the date of a student's departure from CIC, in accordance with the Data Protection Act. In order to facilitate the briefing of teachers and tutors, details of a student's learning needs will be entered onto SIMS along with advice on how best to support a student in lessons. Only teaching staff have access to these records.

Alternative arrangements

The College reserves the right, following consultation with the parents, to ask or require the parents to withdraw the student from the College if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- the student is in need of a formal assessment, remedial teaching, learning support or medication to which the parents do not consent; and/or
- the parents have withheld information from the College which, had the information been provided, would have made a significant difference to the College's management of the student's learning difficulties; and/or
- the student's learning difficulties require a level of support or medication which, in the professional judgment of the High Master, the College is unable to reasonably provide, manage or arrange; and/or
- the student has Special Educational Needs that make it unlikely he will benefit sufficiently from the education and facilities which we provide.

Reviewing the policy

This policy will be reviewed by the SENCo and Teaching and Learning Coordinator annually.

Appendix 1 - Guidelines on the use of Laptops and Word Processors

The College recognises that for some students with specific learning difficulties a laptop may be the most appropriate method of organising and presenting their work. Students are allowed to use a laptop in College as their normal, routine way of working where a need has been established and where appropriate training has been undertaken.

Use of a Laptop

Students will be allowed to use a laptop in college under the following conditions:

- a) A need has been established and its use is recommended by an Educational Psychologist approved by the college.
- b) The student's handwriting is inefficient, inaccurate and as slow. The college will use 'Lucid Exact' software to help test the level of students handwriting speed compared with typing, to check whether this is sufficient as per the national average.
- c) The student has received advice regarding the organisation of work, the printing and filing of copies when using a laptop from the SENCo or their subject teachers.
- d) The SENCo confirms the entitlement to the use of a laptop on the SEND register, students will then use this within all lessons and practice examinations.

Limitations to Laptop Use

A subject teacher has the right to veto the use of a laptop in particular situations:

- a) Where its use might be dangerous or problematic e.g. in particular experiments in laboratories
- b) Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
- c) Where calculations are required without the assistance of computer functions such as in Mathematics.
- d) If an individual student, in any lesson, is using a laptop in such a way as to cause a distraction or disturbance to the learning of others.

Some college and homework may still be required to be hand-written to support the development of handwriting skills.

Detailed Procedures

- a) Students should not expect always to have access to mains power and are therefore advised to have a spare battery.
- b) All written work, which would normally be done in exercise books during lessons, is to be printed out and filed appropriately so that students possess a hard copy of all their work filed in ring binders or pasted into exercise books.
- c) Students should use a plain font (e.g. Times New Roman, Arial or Calibri) and allow room for teachers' comments.
- d) Spell Check can normally be used on all pieces of work except in examinations and some controlled assessments.

- e) If there are problems with a laptop during lessons, the student should immediately stop using it and switch to pen and paper.
- f) Special arrangements may need to be made for tests requiring extensive prose if the member of staff wishes to receive the work immediately.
- g) Many internal exams utilise structured papers which require students to answer on the question papers. However where papers require extended answers students are allowed to use a word processor.
- h) In public exams students will use college word processors.
- i) Students should not expect the College's technicians to maintain their machines or undertake major repairs to them.

Backup

Students should backup their work on to a **separate hard drive** on a regular basis – ideally weekly, but at the very least at each half term. The cost of losing a term/year's work, particularly in an academic year through a computer crash can be very considerable, both literally and in terms of stress.

Printing work

If students save work on memory sticks, it can be printed from almost any machine in the college. Printers are available in the student computer rooms in both buildings. With staff permission, students may ask staff to print on their behalf.

Assistance with Laptops

The SENCo will be available to:

- a) Help students to establish a daily routine and encourage them to operate in an organised and independent way.
- b) Act as a trouble-shooter for general staff queries concerning laptop users and their problems.
- c) Advise on outside help for keyboard competency skills.

Students or the SENCo may seek technical advice from IT support.

Security of Equipment

- a) All laptops and other equipment are to be security marked with the user's identity.
- b) Adequate insurance cover should be arranged by parents to cover damage or loss.
- c) The college does not accept liability for damage to or loss of any laptop computers, which will remain the responsibility of the owner at all times.

Use of Word Processors in Public Examinations

The current rules and practice regarding the use of word processors in public examinations is as follows:

- a) The use of a word processor in public examinations requires the separate and specific permission of each relevant examination board. This must be sought through the colleges Examinations Officer.
- b) The Examination Boards reserve the right to make the final decision about use of a word processor, even when a candidate has an educational psychologist's recommendation.
- c) The Examinations Officer will make contact with the candidate to arrange in which specific exams they wish to use a word processor.
- d) Only the relevant software applications will be available; spell check, grammar check and the thesaurus will not be enabled. There will be instructions informing candidates how to set up documents with all the relevant personal details. Students will be encouraged to regularly save their work during the exam.
- e) At the end of examination the candidate will be required to remain in the room while their work is printed off by one of the invigilators. Students will then authenticate the relevant hard copies with their signature on each page.
- f) Opportunities to practise on a College word processor are available in the period leading up to public examinations.