



St George's College

WEYBRIDGE

ACADEMIC SUPPORT POLICY AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND POLICY)

Mission Statement

We are an independent Roman Catholic selective co-educational College which welcomes those of other Christian traditions allowing all to develop their ethical, spiritual and moral values. We seek to inspire a love of learning and to encourage all to fulfil their aspirations and potential within an atmosphere of mutual respect and compassion. We strive to promote our Josephite tradition which encourages a strong sense of all belonging to one family which encompasses the wider world.

St George's College provides a broad and balanced curriculum for all students. High quality teaching, appropriately differentiated for individual students, is seen as the first step in responding to possible additional learning needs (ALN) and special educational needs and/or disability (SEND). Students may have ALN or SEND throughout, or at any time during their school career. It is important that teachers have the confidence and competence to meet the needs of all students. Firstly all teachers are expected to have an understanding of the additional learning needs of students in their classes. This understanding and competence will enable students to participate effectively in all curriculum areas and assessment activities, in addition to the broader aspects of college life.

St George's College will have due regard to the Children and Families Act 2014, SEND Code of Practice 0-25 2014 and the Equality Act 2010 when carrying out their duties towards all students with identified SEND. The College will use its 'best endeavours' to ensure that there is no discrimination against SEND students, whilst taking into consideration health and safety implications, the constraints of the resources, expertise available and the College buildings and site.

Objectives

- To communicate effectively with appropriate staff the needs of students with ALN/SEND
- To promote high expectations for all students enabling every student to experience success and achievement
- To support students with ALN/SEND to develop confidence and self-esteem and to recognise the value of their own contributions to learning
- To encourage students to enjoy and be fully involved in their own learning
- To involve parents in a structured and systematic way to shape the support their child receives
- To ensure that parents are kept fully informed and are engaged in effective communication about their child's ALN/SEND
- To be transparent about what the school can provide

Last reviewed: 01.09.2019

Policy owner: ACADEMIC SUPPORT SPECIALIST

Next review: 01.09.2020

- To liaise with feeder schools to identify future students with ALN/SEND as early as possible
- To make clear the expectations of all partners in the process and provision of academic support and specialist provision

Special Educational Needs and Disabilities (SEND) Definition

A child or young person has special educational needs if he or she has a **significant** learning difficulty and / or disability (SEND) which calls for **special educational provision** (SEP) to be **made** for him or her.

Disabled person definition - 'Physical or mental impairment which has a **substantial** and **long term** adverse effect on ability to carry out **normal** day to day activities.

A young person has a learning difficulty or disability if he or she:

- has a **significantly** greater difficulty in learning than the majority of others of the same age **or**
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

The categories of SEN are:-

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Roles and Responsibilities

Provision for students with ALN/SEND is the responsibility of all members of staff. Every teacher is asked to anticipate individual learning needs and help overcome barriers to learning.

The Academic Support teacher (Tracy Medhurst) is responsible for the day to day operation of the Academic Support /SEND policy. Additional academic support and specialist provision is focused on individual need and personal outcomes.

Academic Support teacher areas of responsibility:

- Overseeing the day to day operation of the College's Academic Support/SEND policy
- Liaising with parents of children with ALN/SEND
- Maintain and publish Academic Support Information Lists and Student Profiles
- Liaising with and advising fellow teachers
- Managing learning support assistants(LSAs)
- Coordinating support for students with ALN/SEND
- Assessments for indications of ALN
- Assessments for Access Arrangements

Last reviewed: 01.09.2019

Policy owner: ACADEMIC SUPPORT SPECIALIST

Next review: 01.09.2020

- Monitoring and evaluating academic support provision: in-class and withdrawn
- Evaluating progress of ALN/SEND students in GCSEs and A level exams against predictions of academic achievement
- Writing and reviewing Individual Academic Support Reports
- Organising and administering Annual & Transfer Reviews
- Overseeing the records of all students with ALN/SEND
- Ensuring that access arrangements are in place for internal and external exams
- Contributing to the in-service training of staff
- Liaising with Academic Support/SEND Governor
- Liaising with external agencies

Arrangements for co-ordination of ALN/SEND Provision

Educational Inclusion

At the College we respect the fact that students:

- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching approaches/strategies to engage and support their learning

Teachers respond to a student's individual needs by:

- Providing differentiated learning opportunities
- Quality planning for a student's full participation in learning and in physical and practical activities
- Demonstrating an awareness of the physical, social and intellectual development of students

The majority of students will have their needs met through quality first teaching with appropriate differentiation.

Individual risk assessments and management strategies will be provided for disabled students engaged in school trips or visits.

Cause for Concern - Early intervention increases the chance of a positive outcome for students.

An expression of a 'cause for concern' can be initiated by a student, parents, teachers or an outside agency. Teachers are encouraged to be proactive in communicating with the Academic Support Department if they identify individual students whose expected learning progress is a '*cause for concern*.'

Within College a 'Cause for Concern' form should be completed detailing concerns and interventions made so far. The Academic Support teacher will arrange for a consultation and if necessary an initial assessment to be made. Based upon this assessment, one of a number of possible outcomes will result which is linked to a graduated response to meeting individual need.

Last reviewed: 01.09.2019

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Next review: 01.09.2020

Graduated Response

- Students are given strategies based on assessments/support.
- Teachers are advised of strategies they may use in the class to support the student
- Additional support through in-class support provided by the academic support department, where and when requested
- Academic support lessons provided by the specialist teacher
- In consultation with parents, further advice may be sought from external agencies

A student's progress following referral will be monitored and the effectiveness of the support evaluated. Targeted advice and support is given to students and teachers both in and out of the classroom. Students are guided to develop their understanding of their learning style, strengths and weaknesses and develop strategies to meet their individual learning needs.

Specialist Provision

The Academic Support department has specialist provision for students with additional learning needs.

Department:

Specialist Teacher - Tracy Medhurst

Higher Level Teaching Assistant for maths (HLTA – Sian Hassan)

The Academic Support Department has specialist resources to support the learning of students with a range of additional learning needs. Students with diagnoses of dyslexia, dyspraxia, autistic spectrum and ADHD are currently provided for. The department liaises with external agencies to provide additional expertise to students.

Academic Support Lessons

Academic Support lessons are offered to students who need additional or different support. Students will be assessed as to their individual needs and how they can best be supported. Students are actively involved in the decision making process of where to target support. Targets are created together which reflect the individual needs of the student. Support is monitored and reviewed twice a year by informal and formal assessment to ensure progress. Parents and students will be invited to take part in the review and the target setting progress. These meetings will take place in September and January. There is an additional cost for these lessons.

Support Option

In liaison with SLT and the HoY, some students are identified as being eligible for a slightly reduced curriculum in key stage 4. This means that they will take 9 GCSEs instead of 10 and will attend a support option run by the Academic Support Teacher and the HLTA instead of the final GCSE. The criteria for participation in the support option will be an established need over time and/or results in end of unit assessments.

Last reviewed: 01.09.2019

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Next review: 01.09.2020

Identification, Assessment and Review for students with ALN/SEND

Early identification of students with ALN/SEND is a priority. The Academic Support teacher will work with the admissions office, pastoral team and feeder schools to identify future students with ALN/SEND prior to entry. Full disclosure is requested from parents if their child has been professionally assessed regarding ALN/SEND.

Screening tests involving a reading assessment and spelling test takes place in September in First and Third Year for whole year groups. This helps teachers to spot quickly and accurately any barriers to learning and provides the right support to help each student progress. Comparisons are made between reading test results and MidYIS results. A small number of students may require a further assessment to identify those students who have underlying additional learning needs that requires additional or different support to that given in the classroom. Following further assessment parents are invited into College to discuss results and recommendations.

Whole School Monitoring

The progress made by all students is regularly monitored and reviewed. Teaching staff use a variety of data, as laid out in the College's Assessment Policy, to identify students who may trigger a 'cause for concern'. Following a referral of concern the Academic Support teacher will work with all staff to ensure students who may need additional or different support have those needs addressed (see graduated response details above).

The progress of students attending academic support lessons is further monitored using individual assessments and predictive data.

The College works in partnership with parents listening to their views when assessing and meeting the needs of students with ALN/SEND.

Students with EHCPs

Students will be given opportunities to participate in decision making regarding their support. The support will focus on personal goals and aspirations and the support required to secure these outcomes.

Students with an EHCP will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LEA, which will consider whether to maintain, amend or cease the plan. Following the Annual Review in Third Year and subsequent reviews until the young person leaves school, a Transition Plan will be drawn up. This will be done in consultation with the Pathways Team (SEND).

The College will liaise with the receiving school when a student with ALN/SEND is due to transfer and will forward to them as early as possible all relevant information to enable effective transfer.

Training and Development of all staff with regard to ALN/SEND

The Academic Support teacher will liaise with management to ensure that all staff is kept fully informed of relevant ALN/SEND issues and procedures in the College.

Last reviewed: 01.09.2019

Policy owner: ACADEMIC SUPPORT SPECIALIST

Next review: 01.09.2020

Key information on students' additional learning needs and supporting students with ALN/SEND is accessible to staff within 'shared academic directories.' Induction support will be given to NQTs, student teachers and other new members of staff.

Partnership with Parents

St George's College believes in developing a strong partnership with parents enabling students with ALN/SEND to achieve their potential. The College recognises that parents have a unique overview of the child's needs and how best to support them, and this gives them a key role in the partnership. Regular meetings are organised to address concerns, provide feedback on assessment and Academic Support lessons.

Governing Body

Governor with special interest for SEND - Mr Simon Willis

The effectiveness of ALN/SEND provision will be reported to the Governors.
The Governing Body's responsibilities to students with ALN/SEND include;

- Ensure that provision of a high standard is made for ALN/SEND students
- Ensure that ALN/SEND students are fully involved in school activities
- Use their "best endeavours" to make the special educational provision called for by a student's SEND within the resources available
- Use their "best endeavours" to the Children and Families Act 2014, SEND Code of Practice 2014 and the Equality Act 2010 when carrying out their duties towards all students with identified SEND.
- Be fully involved in developing and subsequently reviewing Academic Support Provision
- Report to parents on the school's Academic Support/SEND Policy

Liaison

- The Academic Support teacher works closely with external agencies to meet the needs of the student; assisting in identifying, assessment and provision.
- Educational Psychologists
- Physical & Sensory Support Service
- Speech & Language Therapists
- Occupational Therapists
- Specialist Teachers
- Pathways Team (SEND) - careers advice
- Surrey Local Education Authority Special Needs Service

Admissions

- Children with ALN/SEND are given equal priority on admission to the College if they satisfy the College's entrance criteria.
- St George's College is non-discriminatory towards applicants. All reasonable steps are taken to ensure that our Entrance Examination is accessible to all candidates.

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Success Criteria/Evaluating

The success of this policy is judged against the objectives set out above. In evaluating the success of this policy the College will consider the views of: Teachers, Parents, Students and External Professionals.

Complaints Procedures

Parents with children with an EHCP may seek advice on resolving disagreements with the College/LEA through an independent mediation service. College will make further information about this process available on request.

This policy should be displayed in:

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