



St Andrew's
C O L L E G E

SEND & INCLUSION POLICY

4th April 2024

APPROVED BY: COLLEGE GOVERNING BODY
NEXT REVIEW DUE BY: SEPTEMBER 2025

St Andrew's SEND (Special Educational Needs and Disability) and Inclusion Policy

1. Policy Summary

St Andrew's College strives to be an inclusive College, values the abilities and achievements of all its learners and is committed to providing the best possible learning environment for each young person in order to enable them to fulfil their potential.

Aims :

- To ensure the SEND Act and SEND Code of Practice 2015 are implemented effectively across the Education Department
- To ensure equality of opportunity for all and to remove prejudice and discrimination against children and young people with SEND, with a commitment to high quality educational provision for all learners in our care
- To take account of diversity and demonstrate our commitment to it
- To ensure all learners have access to a broad, differentiated and balanced curriculum appropriate to their individual needs and ability
- To support and encourage all learners to achieve their academic targets and reach their full potential
- To monitor and track learner progress in relation to their academic targets
- To ensure early identification of SEND and barriers to learning and participation through assessment systems
- To meet individual needs through a wide range of provisions and using a variety of teaching strategies
- To work in effective partnership with local authorities, parents, carers and other service providers to provide high quality education for learners with SEND
- To recognise achievements, attainment and progress and where applicable, informing parents/carers of this
- To ensure a high level of staff expertise to meet learner needs, through well targeted continuing professional development
- To help learners with SEND make a successful transition into adulthood

Context

St Andrew's College endeavours to achieve maximum inclusion of all learners (whilst meeting their individual needs). Teachers provide differentiated opportunities for all the learners within the College and provide materials appropriate to the young people's interests and abilities.

Special Educational Need might be an explanation for delayed or slower progress, but we make every effort to ensure that all learners make good or better progress with their learning, from whatever starting point. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, background or abilities.

English as an Additional Language is not considered a Special Educational Need, but these learners will receive additional support when appropriate.

We focus on individual progress as the main indicator of success.

It is likely that the complexity of mental health issues and Special Educational Needs presented by learners at St Andrew's College may lead to lower attainment in terms of national norms; this does not mean that they will underachieve. We strive to make a distinction between specific learning difficulties and 'underachievement', which is often the result of poor school experiences. Once identified, we will initiate appropriate and timely interventions in order to narrow the gap in a learner's attainment.

2. Links to Procedures

Internal Procedures:

Initial Education Interview

Educational history check

EHCP Annual Review

EHCP Needs Assessment

Reading Interventions

Dyslexia Screening

3. Monitoring and Oversight

Identifying learners with SEND and assessing their needs

With very few exceptions, our learners are admitted with their Special Educational Needs already identified and defined through their Education Health and Care Plan. Further, more detailed, assessment of need takes place within the learner initial 12 week assessment period. The College uses an agreed approach to assessing and reviewing learners' attainment and progress by utilising:

- Comparative analysis of the performance of different identified groups of learners e.g. boys/girls, Looked After Children (LAC) etc.
- Assessment and review of learners' progress against their targets
- Analysis and evaluation of the progress of individual learners in core and other subjects when their individual circumstances, which might impact upon their learning, are taken into account

Our approach to teaching young people with SEND

As a specialist provision, we have small classes. Consequently, it is possible for us to meet the learning needs of our learners on an individual basis or a very small group teaching basis. Whilst our Activ8 curriculum is guided by the requirements of the National Curriculum, it is carefully tailored to reflect the complex needs of the learners at St Andrew's College.

Learners' needs are identified and met as early as possible through:

- The analysis of data including entry profiles
- Classroom-based assessment
- Discussion with parents and previous placements/schools
- Tracking individual learner progress over time
- Analysis of information from other services

Monitoring and evaluation of the provision is carried out by:-

- Lesson observation by the Senior Leadership Team
- Learner progress meetings between teachers and the Senior Leadership Team
- Learning Walks

Responsibilities

The SENCo will be responsible for ensuring that the aims of the college are met and that they remain compliant with all relevant legislation.

They will:

- Inform any parents/carers that their child may have SEN and then liaise with them about the learners needs and any provision made
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the college
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers and other agencies to make sure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual learners
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the learners and their parents/carers are informed about options and that a smooth transition is planned
- Work with the Headteacher and college governors to make sure the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the college keeps its records of all learners with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the college's plan for continuous professional development
- Advise the LA when a learner needs an EHC needs assessment, or when an EHC plan needs an early review

The Senior Leadership Team will monitor the effective implementation of the policy and support the SENCo in ensuring the aims of the College are met.

- Work with the SENCo to determine the strategic development of the SEND policy and provision within the college

- Work with the SENCo and college governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress
- Have an overview of the needs of the current cohort of learners on the SEND register
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the college's plan for continuous professional development

As all of our learners have some form of SEND, all teaching staff are deemed to be teachers of SEND and have SEND responsibilities. They will:

- Plan and provide high-quality teaching that is differentiated to meet learner needs through a graduated approach
- Monitor the progress and development of every learner in their class
- Work closely with the SENCo and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Work with the SENCo to review each learner's progress and development, and decide on any changes to provision
- Ensure they follow this SEND and Inclusion policy
- Communicate with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Listen to the parents/carers concerns and agree their aspirations for the learner

4. Diversity and Inclusion

St Andrew's Healthcare is committed to Inclusive Healthcare. This means providing patient outcomes and employment opportunities that embrace diversity and promote equality of opportunity, and not tolerating discrimination for any reason.

Our goal is to ensure that Inclusive Healthcare is reinforced by our values, and is embedded in our day-to-day working practices. All of our policies and procedures are analysed in line with these principles to ensure fairness and consistency for all those who use them. If you have any questions on inclusion and diversity please email the inclusion team at diversityandinclusion@stah.org.

5. Training

Teachers at St Andrew's College will hold Qualified Teacher Status.

The SENCo will offer relevant training to St Andrew's College staff when required, in addition to the use of college Teacher Training days for dissemination of best practice.

6. References to Legislation and Best Practice

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out colleges' responsibilities for learners with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and colleges' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs)

The [Equality Act 2010](#) (section 20), which sets out the college's duties to make reasonable adjustments for learners with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the college's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors responsibilities for learners with SEND

7. How to request a change or exception to this policy

Please refer to the exception process [Policy and Procedure Exception Application Link](#)

8. Key changes

Version Number	Date	Revisions from previous issue
1.0	Sept 2020	Rewritten and formatted on new Charity Template
2.0	March 2024	New College policy