



Ada, National College for Digital Skills

Special Educational Needs and Disabilities Policy

Policy Information

Named Personnel with Designated responsibility for all matters associated with SEND:

Role	Designated Person	Contact Details
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SEND Link Board Member		

Policy Review (frequency of review: annual)

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1. Introduction

This policy is based on the Children and Families Act 2014, the Special Educational Needs and Disabilities (SEND) Code of Practice 2015 and all the updates, the Equality Act 2010 and accompanying regulations.

Ada the National College for Digital Skills will review this policy at least every year. The policy will be promoted and implemented throughout the college.

Ada the National College for Digital Skills is committed to inclusive learning and strives to meet individual learning support needs. We believe that all applicants and students who have disabilities or learning difficulties are entitled to receive support to enable them to participate as fully as possible in college life, and to complete their programme of study successfully.

At Ada, our additional learning support includes any activity providing direct support to an individual student over and above that which is customarily provided to our Sixth Form cohort, and which enables the achievement of their qualifications and learning goals.

The college values diversity and takes its responsibilities under the Equality Act 2010 very seriously; we, therefore, make every effort to meet the individual needs of every student.

2. Aims

Ada aims to raise the aspirations of and expectations for all students with SEND by:

- Endeavouring 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 individual students' needs. This ensures that all students have full access to the Sixth Form curriculum.
- Aiming to close the gap between students with SEND and other groups of learners to ensure that all students achieve their full potential.

English as an Additional Language (EAL) is not considered a SEND. Differentiated work and individual learning opportunities are provided for students who are EAL as part of our sixth form provision.

3. Objectives

The objectives of this policy and SEND practice in the college are:

- To identify and provide for students who have SEND.
- To work within the guidance provided in the SEND Code of Practice, January 2015.
- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will ensure the individual needs of students is consistently and appropriately met.
- To provide support and advice for all staff working with students who have SEND.

- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure access to the curriculum for all students.

4. Identifying Special Educational Needs

According to the Code of Practice - 0-25 (2015), a child or young person has special educational needs and disabilities if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age, or
- Has a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age in other mainstream schools within the local authority.
- Is under compulsory school age and falls within the definition in the first two bullet points, or would do so if the special educational provision was not made for the pupil.

Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

In order to understand the learning needs of pupils, we apply the four broad areas of need as set out in the SEND Code of Practice 0-25 (2015):

Communication and interaction (C&I)

This includes children who have speech, language and communication difficulties (SLCN) and also those identified as having an Autistic Spectrum Disorder (ASD).

Cognition and learning (C&I)

This includes moderate (MLD), severe (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia, Dyspraxia (DCD- Developmental Coordination Disorder) or Developmental Language Disorder (DLD).

Social, emotional and mental health difficulties (SEMH)

This can manifest itself in many different ways, for example, a young person may become withdrawn or they may display challenging behaviour such as being disruptive or self-harming.

Sensory and/or physical needs

These needs refer to those who require special educational provisions due to their disability which prevents them from the educational facilities that are generally available. This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or Multi-Sensory Impairment (MSI).

SEND students will have needs and requirements which will fall into at least one of the above four areas, and many will have interrelated needs.

Ada places importance on early identification, assessment and provision for any student who may have SEND. The earlier action is taken, the more responsive the learner is likely to be, therefore giving them a greater chance of fulfilling their potential. Any of the following may trigger a concern:

- Parents/carers
- Self-referral from learner
- Class teachers
- LSAs or pastoral staff
- Records transferred from other colleges
- Baseline assessments on entry to the college
- Assessments received from outside agencies

Once a learner has been flagged as a concern they will be assessed by the SENDCo through a student interview, meeting with parents and lesson observations. Other assessments may be carried out depending on the concerns and the initial findings. Students may be referred to outside agencies and/or professionals depending on the concerns. Further information may also then be gathered from previous settings. All identified needs and strategies for support are then centrally stored and shared with the relevant teaching staff. Students will then be put on the SEND register.

The SEND Code of Practice 2015, sets out a two-stage approach when recording a student who has been placed on the SEND register.

SEN Support (K): When a student is identified with SEND the college needs to act to remove the barrier to his/her/their learning due to the special needs.

Education Health and Care Plan (EHCP): This stage is identified by the code as where the Local Educational Authority (LEA) has assessed students for their needs and has provided EHCPs to cater for their specific needs.

The college identifies the needs of students by considering the needs of the whole child or young person which not only includes the special educational needs of the student but also other defining factors that could impact the progress and attainment, for instance, attendance and punctuality; English as an Additional Language, health and welfare; being a looked after child (LAC). The college strives to ensure that students have access to high-quality, personalised education which is differentiated to their needs and requirements to ensure that there is no gap between these students and their peers. The college also adopts the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the SEND Code of Practice 2015.

5. A Graduated Approach to SEND Support

At Ada, we use a three-tiered graduated approach when supporting students who have been identified as having special educational needs. In line with the 2015 Code of Practice, **the graduated approach** at each tier involves:

Assess: Assess students' needs by using a variety of evidence including teachers' assessments, with the support of the Special Educational Needs and Disabilities Coordinator (SENDCo) teachers' clear analysis of students' needs. At Ada, we also consider information provided by previous academic institutions, external agencies and parental/carer concerns.

Plan: Plan the most effective and appropriate short-term intervention/s, based on evidence of what works for the identified needs highlighted in the assessment phase. The SENDCo will consult the parents and the students about the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do: Provide the interventions and train the staff to deliver them to a high standard.

Review: Review the impact of the intervention on the student's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention. Parents will be notified about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

The three-tiered approach to provide support:

Wave 1: Universal Support

The college ensures that quality-first teaching is a key element of all lessons. We recognise that it is the role of the subject specialist teacher to provide for every student's individual needs. This is the first step towards the progress and development of the students including those with SEND.

Wave 2: Targeted Support

Students access targeted support when they do not respond to the wave 1 interventions put into place. These interventions are short-term and intend to remove or reduce any obstacle to a student's learning. Students with EHCP also receive targeted interventions.

Wave 3: Specialist Support

When students do not make adequate progress although receiving targeted interventions, the college will seek **specialist** support, advice and involvement from external support services.

The college adopts a pupil-centred planning approach and the young person is fully involved in the decision-making regarding their targeted or specialist support

The levels of support a student receives as part of the graduated approach are as follows:

1. Quality-first teaching.
2. Targeted, catch-up provision in small groups.
3. Students are added to the SEND register (if not already on the register), and an appropriate support plan is drawn up. Support could include additional learning support in-class support, withdrawal sessions or specific interventions. This is not an exhaustive list as support is decided on an individual basis.
4. A request is made to the student's local authority for an Education, Health and Care Plan (EHC Plan) and support is received through high-needs funding.

6. Recording SEND and the criteria for exiting the SEND record

The college is required to keep a record of students who have SEND and the provisions we have to cater to their needs. This makes up the SEND register. Provision Map is used to keep the records of interventions and support.

SEND record/register is to be regularly updated. The document is a working document. Once a student has made expected progress and no longer needs any additional support, they can be removed from the SEND record/register and provision will be ended in the provision map. Parents will be informed of any changes.

7. Supporting pupils and families

Ada supports students and their families by regularly contacting parents/carers of students with SEND and shares information through academic progress reports.

Parents/carers will be able to find additional support and information using the Local Authority's local offer. Haringey's local authorities Local Offer can be accessed [here](#).

Ada also provides detailed information on support available in the SEND Information Report published on Ada's website. You can find the link [here](#).

8. Supporting pupils at school with Medical Conditions

We believe that students with medical conditions should be properly supported so that they have full access to education, including trips and visits. Some students with medical conditions may be disabled and where this is the case Ada will comply with its duties under the Equality Act 2010. Some students with medical conditions may also have Special Educational Needs and where this is the case Ada will comply with the educational provision and the SEND Code of Practice 2015.

9. Provision

There are several specialist provisions available for students who need additional support to access mainstream education. Students may access support from many internal and external services. These include but are not limited to:

- Counselling: provided through the college's counselling programme;
- Access to several ICT resources: may be used to aid communication, support access arrangements in exams, support students with slow processing speeds or handwriting, provide assessments of need and deliver interventions;
- Literacy Intervention: specific support may be offered through the Head of Literacy and English, either in a small group or individual intervention;
- Speech and Language Intervention: working closely with the local authority to provide bespoke training and packages for individuals and small groups.
- Autistic Spectrum Disorder (ASD) Support: the college will provide training for teaching and support staff to work with students on the autistic spectrum or gain expertise from designated services.

10. Accessibility

The college is committed to providing accessibility for all students and other stakeholders which evolves with the community's changing needs. There is lift access to aid movement around the college. In the event of an evacuation, staff are trained to support the users of the building to leave safely.

Should a student present with disabilities that require further adjustments to be made, the college will work alongside the student, parent/carer and external agencies to ensure that as far as possible, the student's needs can be accommodated.

11. Training and resources

All teachers and support staff undertake an induction on taking up a post at Ada so that they understand the structures, systems and practices within the college. Further training needs for individual staff and the whole college are identified through the College Improvement Plan, Performance Management Reviews and identifying individual pupil needs. We ensure that the staff at Ada are suitably trained and that we have adequate resources available to meet the needs of all students, including those with SEND.

The most recent Ofsted research into the provision for pupils with SEND published in May 2021, states, 'school practitioners need regular continuous professional development to strengthen and update subject and curriculum knowledge. This is important so that all practitioners working with children with SEND, including TAs, who may deliver significant components of children's education, receive training to help them teach effectively'. To maintain and develop the quality of teaching and provision to

respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. The Assistant Principal (SENDCo), in liaison with the Senior Leadership Team of the college, meets the teachers regularly to discuss the needs of the students. The Assistant Principal (SENDCo) also lead in delivering staff training on identified areas throughout the academic year.

The Assistant Principal (SENDCo) regularly attends meetings at both the Local Authority and other external training providers to keep up to date with local, and national updates in SEND.

The Principal, in consultation with the Executive Leadership Team and Board members, decides how the SEND funding should be spent considering the needs of the SEND students.

12. Storing and managing information

Information collected about a student's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the student's parents/carers, the Principal or the Assistant Principal SENDCo unless the college has safeguarding concerns.

Confidential information regarding a pupil's SEND is kept electronically secure through the college's encrypted system and has restricted access. It cannot be accessed by any students.

Information held for any particular student may include copies of original documentation, support plans, minutes from meetings, assessment information, Education, Health and Care Plans or Medical Care Plans. The Assistant Principal SENDCo manages this file.

Information that needs to be disposed of, such as removal from the SEND register or a student has left the college, will be confidentially disposed of on request or at a time that is deemed necessary.

13. Roles and Responsibilities

In line with the recommendations in the SEND Code of Practice 2015, the role and responsibilities of key members of staff are outlined below.

SENDCo Responsibilities

- Overseeing the day-to-day operation of the college's SEND policy;
- Coordinating provision for students with SEND;

- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the College's delegated budget and other resources to meet students' needs effectively;
- Liaising with parents/carers of students with SEND;
- Liaising with external agencies, including but not limited to educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially local authorities and their support services;
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned;
- Applying through awarding bodies for examinations concessions/ arrangements;
- Working to ensure that the college meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements;
- Ensuring that the college keeps the records of all students with SEND up to date.

Learning Support Assistant (LSA)

- Some LSAs are trained to deliver specific interventions and are monitored by the SENDCo;
- All LSAs are expected to deliver quality provisions under the guidance of the SENDCo;
- Training to meet the needs of LSAs is arranged according to the whole college and individual student needs;
- LSAs are encouraged to discuss issues relating to SEN with the SENDCo. Where individual and group training needs are identified by support staff, the SENDCo or the Principal will facilitate training. LSAs are fully included in whole college training sessions;
- LSAs are responsible for updating support plans for their key students on a termly basis, as well as attending meetings with the SENDCo and parents/carers to review progress.

Teaching staff

- In line with the SEND Code of Practice 2015, every teacher is a teacher of students with SEND and, as such, it is their responsibility to ensure that the needs of the students in their classes are being met.
- Teaching staff will regularly monitor the progress of all students, including those with SEND, to ensure that appropriate progress is being made; as a result, teachers may need to adapt their teaching or resources to better meet the needs of individual students

- Where a teacher has concerns that a student's needs are not being met, they should seek advice and guidance from the SENDCo and work to put in place any recommendations made.

The class teacher is the first port of call for the LSAs to discuss issues relating to students with SEND. The SENDCo may be involved where further advice or discussion is needed. Monitoring suggests that where a strong liaison between the class teacher, LSA and the SENDCo exists, the needs of the students are met most effectively.

Board members

- Fulfil statutory requirements to secure the necessary provision for any student identified as having SEND in accordance with the SEND Code of Practice, 2015.
- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the college's SEND policy, information report and contribution to the local offer.

14. Complaints

The Principal, Assistant Principal SENDCo and all staff are committed to providing the very best education for all students. However, there may be occasions when a parent is not satisfied with their young person's provision. They should first request a meeting with the SENDCo or class teacher to resolve the issue. If there is still cause for a complaint, the college's Complaints Policy should be followed.