

DISABILITY, INCLUSION, SEN AND LEARNING SUPPORT POLICY

Policy area: 2 – Teaching and learning
Date last revised: June 2016

Date established: June 2015
Date of next revision: June 2017

This policy will be reviewed in full by the Head of College on a yearly basis, or more frequently if there are changes in policy. This policy was last reviewed and agreed by the Head of College in June 2016. It is due for review in June 2017.

Signed

David Shandley
Head of College

Date: 13 June 2016

Overview

Policy statement

Newland College focuses on the strengths, abilities and talents of all students. The college provides a curriculum committed to reflective and purposeful inquiry. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some students however with special educational needs have particular learning and assessment requirements that could need targeted differentiated strategies and support in order for them to successfully access a full curriculum. Teachers take into account these requirements and make provision, where necessary, to support individual students and thus enable them to participate effectively in all educational and social activities that take place at Newland College.

Children may be identified as having learning differences either throughout, or at any time during their school years. This policy ensures that planning, differentiation and modification of teaching and learning strategies for children with special educational needs are implemented by taking into consideration the type and extent of the difficulty experienced by the student.

Applicability

Newland College staff, students and their parents, and the general public.

Statutory guidance

Children and Families Act 2014

Equality Act 2010

Schools Admissions Code DfE 2014 (and draft 2015)

SEND Code of Practice 2015

SEN and Disability Regulations 2014

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Access

This policy is available on our website and on request from the college office. We also inform parents and guardians about this policy when their children join Newland College, through our newsletters and our website.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Code of Professional Conduct.

Failure to comply

Staff at Newland College must be familiar with this policy and its associated procedure. Failure to comply will result in intervention by the Senior Leadership Team.

DISABILITY, INCLUSION, SEN AND LEARNING SUPPORT POLICY

1 Definitions and philosophy

1.1 Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- i) has a significantly greater difficulty in learning than the majority of others of the same age; or
- ii) 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 in mainstream schools or mainstream post-16 institutions. (*SEN Code of Practice, 2015, pp15-16*)

1.2 Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is, ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (*SEN Code of Practice, 2015, p16*)

1.3 Newland College focuses on the strengths, abilities and talents of all students. The college provides a curriculum committed to reflective and purposeful inquiry. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some students with special educational needs have particular learning and assessment requirements that could need targeted differentiated strategies and support in order for them to access a full curriculum successfully. Newland College staff take into account these requirements and make provision, where necessary, to support individual students and thus enable them to participate effectively in educational and social activities (as far as possible) that take place in the college.

1.4 This policy ensures that planning, differentiation and modification of teaching and learning strategies for children with special educational needs

are implemented by taking into consideration the type and extent of the difficulty experienced by the student.

2 Inclusive practice

Newland College inclusion statement

2.1 Students whose SEN and learning difficulties are suited to our curriculum are welcome provided that we can make available to them the help and support that they require. We include children with a variety of linguistic, cultural, emotional and mild to moderate learning differences in our college. We are a team of teachers and leaders who work together to share responsibility for all students. Our goal is that every adult and child is active in building and maintaining a culture of respect and understanding. We ensure that every student is an equally valued member of the college community. We provide an environment where students learn, progress, and are happy.

- ✓ Inclusion at Newland College is a process by which we develop culture, policies and practices to include all students.
- ✓ With the right training, strategies and support students with mild to moderate special educational needs can be successfully included in our full curriculum education.
- ✓ An inclusive education offers excellence and choice and incorporates the views of parents and students.
- ✓ In an inclusive environment the interests of all students must be safeguarded.
- ✓ We ensure that students are supported in their transition to the next phase of their education and are enabled to acquire the necessary study skills.
- ✓ We ensure a systematic, coherent, structured and consistent approach to maximise retention and progression.
- ✓ We provide a coherent range of guidance and learning support mechanisms capable of meeting the needs of the student body.

2.2 Our vision and beliefs about inclusion are kept alive in many ways. We believe that the Newland College community, including all staff members and students, are responsible for creating and maintaining this inclusive and compassionate community. Students with learning differences are welcomed, encouraged, and expected to join in all college activities, as long as safety is ensured. Furthermore, we consider our inclusive community and mission when creating policies and procedures, when planning teaching and learning, field trips, overnight trips, and whole school and classroom events, and when designing the environment of our school.

- 2.3 We believe in increasing opportunities for children to access a quality International Baccalaureate education.
- 2.4 We demonstrate:
- achievement
 - inclusion
 - compassion
 - safety and
 - global engagement
- in order to realise our potential.
- 2.5 We believe that inclusive environments develop empathy and an understanding of others and one's self. We understand that an important feature of the college is to enable all students to develop emotional resilience and social skills, both through direct and indirect teaching.

3 Students with learning support needs at Newland College

- 3.1 We recognise and respect the fact that children:
- Have different educational and behavioural needs
 - Require different strategies for learning, as they have different learning styles
 - Acquire, assimilate and communicate information in different ways and at different rates
 - Need a range of different teaching approaches and experiences.
- 3.2 Newland College can make provision for frequently occurring SEN without a statement of SEN/Education, Health and Care Plan – for instance dyslexia, dyspraxia, dysgraphia, dyscalculia, speech and language needs, allergies, hearing impairment, visual impairment. There are other kinds of SEN with which the college is less familiar, but we will access training and advice so that we can endeavour to meet these needs if at all possible.

3.3 Students with learning difficulties and examples of effective strategies

A learning difficulty (LD) is a neurological disorder that affects the brain's ability to receive, process, store and respond to information. The term learning disability is used to describe the apparent unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. This difficulty can interfere with academic progress and success and affect the student's personal and educational life. Learning disability does not refer only to one kind of difficulty but to a group of difficulties experienced in the areas of movement (dyspraxia), reading (dyslexia),

writing (dysgraphia) and maths (dyscalculia).

A student with learning difficulties can be affected in the following areas:

- Listening
- Speaking
- Reading
- Writing
- Mathematics

Other characteristics:

- A distinct gap between the level of achievement that is expected and what is actually being achieved
- Difficulties with socio-emotional skills and behaviour

A sample of strategies

- Provide alternative assignments
- Differentiated instructions
- Help students focus on specific parts of the assignments
- Teach new content by using concrete examples and demonstrations
- Allow students to progress at their own rate
- Modify assignments to help students compensate
- Provide students with more opportunities to practise skills than required by the rest of the students
- Provide aids during instruction (e.g. calculators, spelling dictionaries)
- Substitute in content area instruction with lower reading level
- Modify tests and assessment measures to compensate for the student's specific learning difficulties
- Provide opportunities and encourage students to self-monitor
- Help the student improve on work habits (by assisting self-monitoring, peer reward system and open daily communication with parents)
- Help understanding and written language with mind maps, lists with new words/vocabulary and software)
- For sight words and vocabulary use word lists, e-books and audio books
- For improving math skills support real-life applications and exercises that are hands-on
- Mapping and webbing for reading comprehension
- Praising the student's strengths and areas of success so that self-esteem is enhanced
- Chunking of assignments into obtainable segments
- Using flexible grouping and/or pair arrangements; ones where the student can work with more able peers

- Considering carefully the student's learning style and ensuring that this is reflected in the style of teaching and in the support service.

4 The role of teachers in supporting students

4.1 All Newland College teachers are responsible for the following:

- ✓ Ensuring that students with special educational needs are included in all college activities (where safe) together with their peers.
- ✓ Informally assess the student in order to have a clear picture of what their needs are. Staff can request meetings with the Head of College or the Deputy Head (Pastoral) to address concerns regarding specific students and to find constructive solutions.

4.2 Individual Learning Plan (ILP)

The team developing the ILP and supporting the student comprises the Head of College, the Deputy Head (Pastoral), class teachers and the parents. This ensures a holistic approach to special needs and a more fair recognition and approach to special needs and the student's academic and social success.

The ILP includes three major targets/goals along with short-term objectives that the team believes are the most important ones for the educational and social success of the student. Once these three goals have been met, new ones will be developed. The ILP's priority is to help teachers guide the student's learning process in the inclusive environment of the classroom.

The ILPs are reviewed a total of three times during the academic year by the team. Parents will be present at two out of the three meetings. Each review happens at the end of term: 1st review at the end of the Autumn Term (with parents); 2nd review at the end of the Spring Term; 3rd review at the end of the Summer Term (with parents). Parents receive the updated ILP by email if it is the meeting where they are not present. This is an opportunity for parents to share their goals, thoughts and perspectives regarding their child's educational success. It is imperative that parents have an active voice while trusting the team to provide quality services to their child.

Assessment information from teachers and other professionals will show whether adequate progress is being made.

During the last review, the team takes into consideration the parents' goals and feedback from the previous two reviews, and discusses the learning and social goals for the coming academic year.

4.3 Inclusion and teaching

All teachers are responsible for identifying students with learning differences and ensuring that those students requiring different or additional support are discussed with the Head of College and Deputy Head (Pastoral) as soon as possible.

Early identification of students with learning differences is a priority. We will use appropriate screening and assessment tools, and ascertain student needs and progress through:

- Evidence obtained by teacher observation/assessment.
- Student progress in relation to the year group's literacy and numeracy goals.
- Standardised screening or assessment tools, used in consultation with the ICS Student Support Department.

On entry to the college students with identified learning differences must have received a comprehensive assessment by an educational psychologist from within the previous year.

This formal assessment will help to inform Newland College of the student's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help staff to design appropriate differentiated learning programmes and intervention plans. For students with identified learning differences records will be used to:

- Identify the need for support and level of support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments and provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-college learning approach through ongoing communication.
- Plan to develop the student's understanding through diverse experiences
- Plan for the student's full participation in learning, and in physical and practical activities, including excursions and trips (when teacher accompanies)
- Help the student to manage their behaviour and to take part in learning effectively and safely
- Help the student to believe in themselves and manage their emotions.

5 Monitoring and evaluating ILP goals and overall progress

5.1 Progress may be recognised when students with learning difficulties:

- Develop ways to communicate from concrete methods (body language and

objects of reference) towards abstract methods (pictures, symbols, print, signs, ICT and the spoken word)

- Develop a range of responses to social interactions: from resistance to tolerance; from tolerance to acceptance; from passive cooperation to active participation; show desire and ability to work in pairs and in a small group
- Demonstrate the same achievement on more than one instance and under changing conditions
- Show an increase in knowledge and understanding about a subject
- Demonstrate an ability to maintain and generalise skills over time and in a range of different settings
- Move from a dependence on predictable routines toward a greater degree of independence shown by risk-taking and increased self-confidence
- Demonstrate a reduced need for support in carrying out particular tasks
- Develop a wider consistent use of learning positions and a familiarity with learning environments
- Show a reduction in the frequency or severity of inappropriate behaviour that challenges learning through more appropriate behaviour
- Demonstrate an increased ability to cope with negative emotions and/or situations, e.g. frustration and failure, with new learning tasks, challenging assignments or situations
- Show initiative and improve as a risk taker regarding their learning and participation.

6 Partnership with parents/guardians

6.1 Parents are partners in their child's educational process and learning experiences. We strive to inspire trust in our parents because we want them to feel confident in our professional expertise. We also strive to have them share their children's successes, talents and weaknesses so we are able to design a successful educational programme for the students.

6.2 The Head of College has a responsibility of updating and keeping the parents/guardians informed of the progress or concerns regarding their child. Communication with the parents can happen in one of the following ways:

- Phone conversation
- Email
- Official letter
- Parents can request a meeting that is not scheduled (e.g. meetings besides ILP review meetings)
- Teachers will share a brief update with the students and parents at least

every half term.

- 6.3 We inform the parents of any change in their child's educational program, and we share our decision-making process, by providing clear information relating to the education of children with special educational needs. We also expect for parents and guardians keep the school fully informed of any changes in the home setting, e.g. medication changes, family circumstances, additional outside therapeutic support, etc.

Note: The college's decision regarding support levels for each student, including whether Newland College is able to provide these, is final and binding.

7 Accountability

- 7.1 Accountability is essential for increasing professional standards and preserving professional ethics and knowledge. Following are some ways that Newland College academic staff will ensure accountability:

- ✓ Student support resources are used to raise standards among relevant students
- ✓ Students make good progress and achieve well
- ✓ Good practice is shared among all professionals
- ✓ Inclusion is supported through everyday actions and learning
- ✓ Training succeeds in increasing knowledge and skills of support staff evident in their rapport and work with the students.

8 Confidentiality

- 8.1 All student support documents are kept in locked filing cabinets. Information is only shared within Newland College with staff who have a need to know. We will only release this confidential information to third parties outside college with written parental consent. All conversations regarding students with learning differences should happen in a confidential space and not in corridors, dining room etc.

9 Access arrangements for International Baccalaureate exams

Principles

The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component. Examples of access arrangements are: 25% extra time, use of computer, scribe.

Supporting documentation

To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application "Request of inclusive assessment arrangements". The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the college.

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the MYP coordinator's request for assessment arrangements.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardised psychological tests (where available and published, recent editions of standardised tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

MYP (from September 2015) and DP (start date TBC)

MYP: Assessment arrangements are based on a candidate's present requirements. The coordinator must therefore justify that all arrangements that are requested are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than three years before the candidate's Middle Years Programme examination session. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

DP: Assessment arrangements are based on a candidate's current assessment

access requirements. The coordinator must therefore justify that assessment arrangements are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

The IB aims to authorise inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorisation will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school or college. Coordinators are required to provide information on the candidate's usual method of working in the classroom.

10 Processes and procedures for exit from ILP

10.1 Newland College academic staff must follow the outlined procedures below, if they feel that a student no longer needs an ILP.

- ✓ Please notify the Head of College and Deputy Head (Pastoral) when you first feel that a student no longer needs an ILP.
- ✓ Begin collecting both data and anecdotal evidence related to the student's functioning (i.e. standardised and unstandardised test results, work samples, observations, data collected around goals and objectives of the ILP). Staff use their discretion as to what evidence is needed. This does not need to be hours of work, but a good sample of information to make an informed decision.
- ✓ A meeting with teachers, the Head of College and the Deputy Head (Pastoral) will be scheduled within 30 days of this first conversation with the Head of College and Deputy Head (Pastoral).
- ✓ At this meeting, staff will present all evidence collected. Team members will have the chance to voice any concerns that they have about the student, relating to the ILP. By the end of this meeting, the team will agree upon whether the student no longer needs an ILP.
- ✓ If the student no longer needs an ILP, the Head of College must prepare a small report with justification for discontinuing the ILP. This report is sent to the parents, via email, within five working days of the decision and the parents are offered the chance to meet with the team if they have significant concerns or questions about their child no longer having an ILP.

References

Children and Families Act 2014

Equality Act 2010

Schools Admissions Code DfE 2014 (and draft 2015)

SEND Code of Practice 2015

SEN and Disability Regulations 2014

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

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