



IMMANUEL COLLEGE
Safeguarding Suite of Policies
Immanuel Inclusion (SEND) Policy

Purpose of this statement	To outline SEND provision in line with the statutory guidance of the SEND Code of Practice
Dated	June 2018
Contact	The Headteacher

➤ **THE CHRISTIAN ETHOS OF IMMANUEL COLLEGE**

Immanuel means ‘God with us’

At Immanuel we believe that we are ‘All God’s Children’ and that as such, each student has a right to learn about God’s world and how they fit into it. We believe that we should encourage and support all children to access this education, so they may become the people God created them to be.

At Immanuel:

- We encourage everyone – to think and talk about God
- We encourage everyone – to treat others with equal respect
- We encourage everyone – to fulfil their God-given potential
- We encourage everyone – to take seriously Christ’s life-style and teaching
- We encourage everyone – to be open to God’s spirit.

➤ **Aims of Policy**

To outline College policy towards students who have Special Educational Needs.

We are “All God’s Children” at Immanuel. Students, including those who require special educational needs provision. We will make for these students, as we do for all students, a welcoming environment that results in them achieving their full potential.

➤ **Policy Statement**

Special Educational Needs and Disability

Immanuel aims to ensure all students secure outstanding progress and achieve their potential: personally, socially, emotionally and academically. Most students access and make progress within an inclusive curriculum without difficulty. The wide range of strategies and skills employed by the

teacher are usually enough to meet whatever learning needs students may have. However, any student in the college may face a barrier to learning for a wide range of reasons.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice (January 2015), with reference to the following guidance and documents:

Equality Act 2010

Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)

Children and Families Act (2014)

The Special Educational Needs and Disability Regulations (2014)

Articles 12 and 13 of the United Nations Convention of the Rights of the Child

Accessibility Plan

SEND Information Report (available on the college website)

The aims of the SEND policy are in line with those expressed in the SEND Code of Practice (2015):

Policy Aims:

To ensure that every student has equal access to participation in all aspects of academy life.

To raise staff awareness of the need to effectively differentiate work to ensure equality of

The Children and Families Act 2014, states that a child has 'special educational needs' if she/he has 'learning difficulties' which call for 'special educational provisions' to be made for him/her.

➤ Rationale

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

They **must not** discriminate for a reason arising in consequence of a child or young person's disability

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

➤ **The Principles of the SEND Code of Practice 2014**

The code sets out guidance and principles aimed at enabling students with special educational needs (SEN) to reach their full potential, to be included fully into their school communities and make 'successful transition into adulthood.'

The main principles of the Code are as follows(6.2):

Every school is required to identify and address the SEN of the students that they support. Mainstream schools **must**:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
 - ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN
 - designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
 - inform parents when they are making special educational provision for a child.
- The School SEND Information Report is available on the website.

Identification, Assessment and Provision

Provision for students with special educational needs & disability is a matter for the Academy as a whole. In addition to the governing body, the Academy's head teacher, the SENCO and all other members of staff have important responsibilities.

Assessment is a continuing process that can identify pupils who may have special educational needs & disability. Student progress is measured by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors
- standardised screening or assessment of needs.

All teachers are teachers of students with special educational needs & disability. (Quality First Teaching)

Teaching such students is a whole-Academy responsibility, requiring a whole-Academy response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs & disability, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

At Immanuel College students with special educational needs may be those who have cognitive and learning difficulties, emotional, behavioural and social difficulties or sensory and physical difficulties. These difficulties may be temporary or they may last through out their school career and beyond.

➤ **The Code itemises 4 broad areas of Need.**

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability (HI, VI or MSI) which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support

Our aim is to ensure that during their time at Immanuel College all children, including those with special educational needs, are properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential and make a successful transition to adulthood.

The SEND Information Report outlines provision for SEND students at the College. This report is updated annually and is available on the website.

Provision for students with special educational needs is a matter for the college as a whole. The governing body, the head teacher, the SENCO and all other members of staff have important responsibilities. The SENCO is responsible for the day-to-day running of the college's SEN policy but all members of staff need to know about the requirements of the Code and have responsibility for its implementation at all stages. It is the duty of the governing body to appoint a named person (that person may be the headteacher) who is responsible for ensuring that the college's SEN policy is being implemented effectively.

➤ **The Governing Body**

The Governing Body must:

- do their best to ensure the necessary provisions are made for any student who has special educational needs.
- ensure that, where the head teacher or the appropriate governor has been informed by the LEA that a student has special educational needs, these needs are made known to all who are likely to teach them.
- ensure that teachers in the College are made aware of the importance of identifying and providing for students who have SEN.
- ensure that the students with special needs engage in activities alongside children who do not have special educational needs, so far as reasonably practical and compatible with the efficient education of the students with whom they are educated, and with efficient use of resources.

➤ **The Headteacher**

The Headteacher has responsibility to meet, through management, resources and programmes any special needs within the whole college organisation.

The Headteacher is responsible for:

- ensuring that there is appropriate day to day management of provision for children with special educational needs.
- keeping the governing body fully informed.
- working closely with the college's SEN co-ordinator.
- attending review meetings as appropriate.

➤ **Responsibilities**

Named Governor:	Scott Mullett
Monitoring of the Policy:	The Headteacher
Reporting to:	The Students' Pastoral Care Committee
Next Review Date:	5 June 2019