



Newham Collegiate Sixth Form Centre

A specialist centre for Science and Mathematics

SEND (Including High Attainers) Policy

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Introduction

At the NCS we are committed to helping every student, irrespective of background, to access a high quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some students may require more support than others and we aim to plan accordingly.

This policy has particular regard for students with needs which require provision that is different from or additional to that made generally for students of the same age. This includes those with learning difficulties, a disability or particular medical needs as well as our high attainers.

Definitions

A student has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him/her. This may mean that a student has a significantly greater difficulty in learning than the majority of students of the same age (Education Act 1996)

A student with a disability is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more. (Disability Discrimination Act 1995)

Medical needs are those which result in a student's regular or prolonged absence from school and which have a significant impact on his/her education.

High Attaining children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Principles, Aims and Objectives

We aim to meet the diversity of children's learning in a mainstream setting by way of

- A broad and balanced curriculum which is relevant to their strengths and needs
- High quality teaching that is differentiated and which results in progress
- An appropriate level of challenge
- promoting a positive attitude and resilience

Policy

To meet our aims

- We will provide additional support where appropriate in line with the SEND Code of Practice 2014



- We will raise awareness amongst staff of students' needs so that learning differences are noted as soon as possible and teaching adjusted accordingly
- We will work collaboratively with staff, students and parents to facilitate progress
- Learning will be purposeful and stimulating and teaching will be differentiated to make allowances for particular learning styles with an appropriate level of challenge
- We will provide staff with suitable training where required
- We will engage other professional services where appropriate to give students opportunities to take part in all aspects of the Sixth Form's provision, as far as is appropriate and practicable.
- We will identify, assess, record, and regularly review students' progress and needs and the effectiveness of any interventions, e.g. via progress reviews and classroom observations
- We will ensure that the responsibilities held by all staff and governors for SEND students are met

Procedure

Students with Medical Needs

We keep a record of healthcare plans for students with medical conditions. We monitor the attendance of students with medical needs and liaise with parents. The NCS will ensure that students receive all resources and lesson PowerPoints via email or can access iTunesU from their iPad. Where work is submitted the teacher will mark the work in a timely fashion and return it to the student in line with our Marking Policy

Students with Special Educational Needs and Disabilities

We keep a register of SEND students. We coordinate their provision in accordance with the SEND Code of Practice, assess those who are not making the progress expected and provide suitable programmes and strategies to support learning. We monitor regularly the quality of teaching and learning for students with SEND through the use of existing school assessment information and classroom observations and share information. Parents/carers are kept informed of students' progress and welfare by subject and pastoral staff. Please see Appendix A for our protocol for students who have been identified as SEND.

High-Attaining Students

We maintain a register of High Attaining students (GCSE grades 5A* and 5As, cross year results and teacher assessment). It is our policy that the main forum for effectively educating our high attaining students will be in the classroom. Departments will make special provision by way of differentiated resources, teaching techniques, setting and extra-curricular activities to encourage independent thought, originality and creativity. The Oxbridge Supervision Programme will also support High Attaining students in their aspirations to study at Oxford/Cambridge or an Ivy League University as will the Emerging Talent Programme.

Roles and Responsibilities

The Sixth Form's Governing Body and SLT will ensure that SEND provision is an integral part of the Sixth Form Development Plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND and high-achieving students.



The Deputy Head has overall responsibility for management of the school's SEND provision, assisted by Year Leaders and other key pastoral staff. They will meet regularly to review students' progress in order to intervene as early as possible with appropriate support. The Deputy Principal in charge of SEN is responsible for overseeing the day to day operation of the school's SEND policy. He/she will

- Maintain the Sixth Form's SEND register
- Work closely with parents and outside agencies, including Secondary Schools and next providers of education, to ensure a smooth transition
- Co-ordinate the provision for students with special educational needs as identified at Secondary level
- Provide staff with up-to-date information about students
- Monitor the quality of teaching and learning for students with SEND and their subsequent progress
- Provide a termly update to the link Governor on the progress made by SEND students
- Publish a SEN Information report annually for the GB

Subject teachers and form tutors are responsible for

- Including students with SEND and High- Achievers in the classroom
- Providing an appropriately differentiated curriculum
- Referring students who they suspect of having a previously unidentified special educational need to the Deputy Principal for further investigation



Appendix A – SEND Protocol

The SEND Co-ordinator will:

1. Review Y12 enrolment forms and compile a list of all students who have indicated they are SEND.
2. Contact previous schools to ascertain further details within the first two weeks of term.
3. Arrange to meet with the student to find out the support they need in/out of lessons.
4. Arrange to meet with parents/guardians to discuss what arrangements need to be put in place to support their child at the NCS.
5. Create an ILP and send out to all staff within two weeks of term and update as new information arrives.
6. Inform the data manager so that SEND students are indicated on the teacher mark sheets.
7. Meet with SEND students at least once a half term or more frequently (depending on need) to discuss progress and support.
8. Monitor SEND students' academic progress and liaise with the YL and LLs to ensure they are making progress in their subjects.
9. Ensure SEND have access to a range of extra-curricular activities during their time at the NCS.
10. Liaise with the exams officer/LLs to ensure all access arrangements are in place for students for examinations at the NCS, including cross year assessments.
11. Liaise with external agencies, attend meetings and share all information requested in a timely manner.
12. Provide a yearly update to the LGB on the performance of SEND students.
13. Periodically send out emails to staff requesting for information about possible undiagnosed SEN and liaise with teachers to ensure students are assessed and the necessary support is put in place.
14. Update the SEND register every half term following a cross year assessment.
15. Review the exclusion and behaviour log every half term to ensure SEND students are not over represented. Where there are concerns, discuss measures with the Principal to support SEND students who may be at risk of exclusion.