



Policy and Procedure

	EDCC09 Calman Colaiste College SEND and Inclusion Policy and Procedure
	Education
	Group Executive Education Lead
	Safeguarding Committee
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This policy references and was prepared with regard to:

- x Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- x Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014 relevant to the Code of Practice and relating to children/young people and young people with special educational needs (SEN) and disabilities.
- x Equality Act 2010
- x Public Sector Equality Duty 2011
- x Race Relations (Amendment) Act 2000

- x Sex Discrimination Act 1986
- x Children Act 2004
- x Special Educational Needs and Disability Act 2014

This policy applies to all staff (teaching and non-teaching), the Governors and volunteers working in Calman Colaiste College, and affects all learners.

Children/young people have special educational needs and disabilities (SEND) if they have a learning, communication or social and emotional difficulty which calls for additional educational provision to be made for them. Children/young people have SEND if they:

- x Have a significantly greater difficulty in learning than the majority of children/young people of the same age.
- x Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children/young people of the same age in colleges within the area of the local education authority
- x Are under/over compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means educational provision which is additional to, or different from, the educational provision made generally for children/young people of their age in colleges maintained by the LA, other than special colleges, in the area. All of our learners at Calman Colaiste College have a SEND and attend our college because it has been identified that their needs cannot be met within their Local Authority provision.

Autism is a lifelong condition that affects the way a person communicates with and relates to people around them. Autism can influence every aspect of daily functioning and is often linked high levels of anxiety. Autistic learners may have difficulty processing information and are therefore likely to have problems with understanding and using language. In addition, they might lack the motivation or inclination to communicate either verbally or nonverbally, so that

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Ensure clarity in roles and responsibilities of everyone involved in providing for learners with SEND.

Ensure there are clear and effective systems in place to meet the needs of all learners in

and resources used to address SEND can be used to build the quality of whole-college provision as part of their approach to improvement.

- x Learners who have been accepted into the college will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive college, determined to meet the needs of all our learners.
- x There is a whole college, multi-disciplinary team (MDT) approach in which staff from different teams are involved in understanding how young people learn, promoting positive emotional well-being and supporting learners
- x Teachers and therapists at Calman Colaiste College will use appropriate assessments to set targets which are ambitious. Potential areas of difficulty will be identified and addressed at the outset and regularly reviewed. Learning will be planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- x The college will make adaptations to the physical environment, teaching approach and resources used to meet the need of pupils with SEN.

All learners have the right to an inclusive education regardless of sexual orientation, sex, age, pregnancy, marriage, maternity, race, disability, religion, belief and gender reassignment. All our learners will be respected, supported to achieve beyond what is expected and be empowered to make positive choices about their own lives. Expectations for all learners will be high. Our planned provision will support learners to make a positive inclusive contribution to their community.

Through equipping learners with the tools they need for different stages in their life, we will seek to improve the curre7718 (l(o)29 (r)-2-19 (l)-19-19 (s)18 (eek)19.5 ()19.5 ()19.5 ()19.5 ()19.537.5 (ll o)48 (u)-62.5

We support all learners to understand their own learning needs and develop their emotional regulation skills and toolkits for learning to learn. We recognise that different learners require different teaching approaches. We deliver personalised learning that builds on strengths and minimises barriers to learning enabling all learners to reach their potential and thrive. We use a variety of pedagogical styles and intervention strategies, as outlined below:

- x Structure and routines embedded into the college day.
- x Planning for changes to routine.
- x Visual supports to promote understanding of routine and the college day.
- x Clear and concise communication with adequate time to process information.
- x Social stories to develop greater social understanding.
- x Adaptations to the classroom and college environment based on individual need e.g. sensory diets, sensory circuits and specialist seating.
- x Promoting awareness of autism, learning difficulties, and the potential related challenges accessing education.
- x Carefully planned curricula and lessons which take into account the developmental levels, interest, needs and aspirations of learners.
- x Emotional coaching.
- x Co-regulation and relational approaches.
- x Dedicated safe and quiet place for learners to go to when they feel anxiety building or are overloaded by sensory stimuli.
- x Emotional literacy support.
- x Visual reward systems.
- x Small class groups.
- x Structured personalised teaching with visible success criteria.
- x

individual education and behaviour plans. Where possible, the college will provide information to parents/carers in a user-friendly format that minimises the use of professional jargon.

The college operates an open-door policy, so parents are welcome to arrange additional appointments to discuss how their child is progressing.

Parents/carers will be supported and enabled to:

- x Recognise and fulfil their responsibilities as parents and play an active and valued role in their
- x child's education.
- x Have knowledge of their child's entitlement within the SEN framework.
- x Make their views known about how their child/young person is educated.
- x Have access to information, advice and support during decision making processes about Special Educational provision.
- x Be involved in supporting the assessment and target setting process for discussions about progress and to be involved in identifying appropriate intervention strategies to support both in school/college and at home.

All annual review meetings from Year 9 include a specific focus on preparing for adulthood.

Calman Colaiste College provides stepping stones towards intended destinations from Year 9, including onsite enterprise and supported internships in the workplace. The curriculum includes significant emphasis on a pupil's next steps.

We evaluate the effectiveness of provision for learners with SEN by:

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Complaints about SEND provision in Kisimul schools/college should be made to the headteacher in the first instance. They will then be referred to **EDCC05 Calman Colaiste College Complaints Policy and Procedure**

The parents/carers of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Calman Colaiste College has discriminated against their young person. They can make a claim about alleged discrimination regarding:

- x** Exclusions
- x** Provision of education and associated services.
- x** Making reasonable adjustments, including the provision of auxiliary aids and services.

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- x Liaison with previous college(s) prior to transition
- x Assessments by our therapeutic support team
- x Teacher baseline assessments
- x Local authority and parent/carer concerns
- x Monitor progress and other data

- x Robust pastoral support with strong focus on transition and integration.
- x All students will have access to accredited courses in Key Stage 4 and 5 as well as at our college
- x Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEN needs.
- x All pupils benefit from a personalised curriculum
- x We provide a nurturing and supportive environment in a small college setting
- x Pupils are taught in small mixed ability groups subject to their level of ability and pastoral needs
- x Our teachers use various strategies e w(t)-2.5 (e)-27 (g-9 ()-51 (0 1.1 (a)-45.9 (t)-2.5 (e)-27 (g)-54 (i)-46 (e)-

- x Semi – formal curriculum model
- x Specialist environment with access to large outdoor space, Sensory Multi-interactive Learning Environment, swimming pool, animal husbandry and theatre
- x Specialist resources
- x Education, Health and Care Plan (EHCP) support and advice.
- x Visual support strategies
- x Visual Timetables
- x LTJETQBT ricties

