



SEN/DA Policy 2020 - 2023

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Policy Owner: Kiera Brueseke-Palmer		
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7/11/2014	2014 - 2015	Revised Policy Approved by Student Services Committee
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June 2017	2017	Updated
April 2020	2020	Updated by KBP

Date Approved	May 2021
Date Reviewed by	
Signature of chair	
Print Name	
Next Review	April 2023

Development of Policy

The SEND Policy has been developed in conjunction with school governors and will be reviewed regularly.

Monitoring arrangements

This policy will be reviewed by Kiera Brueseke-Palmer every 3 years. It will also be updated if any changes to the information are made during the year.

Our intention is to broaden our consultation by engaging parents, for example through our Parent Council.

It will be approved by the governing board following each update.

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Policy on Assessment of and Provision for Students with Special Educational Needs and Disability (Sen/Da)

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Mission Statement

"At Sir Harry Smith Community College, we believe that everyone is of equal value; that all students have a right to equal opportunity, and full access to the National Curriculum."

We believe that the views of the child should be sought and taken into account and that parents have a vital role to play in supporting their child's education.

All students with special needs, educational, physical, emotional and social, should be enabled to access all educational opportunities of the College. All students should be enabled to develop their full learning potential.

We believe that every teacher is a teacher of every child or young person, including those with SEND.

Students with Special Educational Needs will be encouraged to become independent and take responsibility within the College. Everyone in the College Community - governors, staff, students and parents has a positive and active part to play in achieving this aim to promote inclusion.

In order to meet the special educational needs of our students at Sir Harry Smith Community College we endeavour to:

- Ensure that all students who have SEN have their needs identified in order to support academic progression and continued good physical and mental health and well-being in accordance with the SEN Code of Practice 2014 (Update January 2015).
- Use a variety of teaching styles and cater for different learning styles to allow children with SEN to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies that provide specialist support for children with SEN.
- Involve the parents of children with SEN so we can work together to support our students.
- Encourage active involvement by the students themselves in meeting their needs.
- Provide training and support for all staff working with students with SEN.
- Operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- Develop and maintain partnership and high levels of engagement with parents.
- Ensure there is a Special Educational Needs Co-ordinator (SENCO).

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Disabled children and young people without SEN are not covered by the Children and Families Bill or the Code of Practice, but are covered by other provisions which include the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

3. Definitions

Children have special educational needs 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 or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or;
- Has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

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.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Kiera Brueseke-Palmer

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Key Contact: SEN Office telephone 01733 703991. Reception@sirharrysmith.cambs.sch.uk marking for the attention of the SEN Office.

The Senior Leadership advocate for SEND and Inclusion is Teresa Dolby.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN: Overview (what are the types of support available in the school?)

A child has SEN if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

There needs to be a 'graduated approach' with regular reviews of progress made and adaptations to support as required. These reviews will be made by their personal tutor, subject teacher or other key staff in conjunction with the Supportive Skills Department (SSD) as relevant.

Parents of children with statements or an EHCP will have an Annual Review of their progress and well-being in school. This is based on a Person-Centred approach which will seek the views of the child. IEP Reviews will also be held at least annually during each academic year but may be held within a teacher review of progress meeting. This may be in addition to other parent, teacher consultations. The objectives from the EHCP or statement will be supported in school as agreed with the parents and child.

6. SEN Information Report

6.1 The kinds of SEN that are provided for

Broad Areas of Need (Sen Code of Practice 2014: (update January 2015))

The broad areas of need give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, students may have needs that overlap into different categories or that change over time.

1. **Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) who have difficulty 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. Children and young people with ASD, including Aspergers 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.

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

3. **Social, Mental and Emotional Health Difficulties:** 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.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools.

4. Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability 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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

In general, the following are NOT SEN, but may impact on progress and attainment:

- Disability (responsibility on a school to provide 'reasonable adjustments'), but this alone does not constitute SEN.
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of Pupil Premium (which includes Looked After Children and those of serviceman/woman).

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not be automatically lead to a student being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child is SEN and should not automatically lead to a student being recorded as having SEN (section 6.23 SEN CoP update January 2015).

6.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

At Key Stage 3 and 4 the assessments and information available are:

- Key Stage 2 test data.
- Cognitive Ability Tests (CATs) for selective students.
- Suffolk Reading Scale age test.

- B Squared basic skills assessment for EPC students.
- Bi-termly assessment of progress, attitude and effort through Progress Checks to show CPP (Current Performance Predictor).
- End of topic/term/year tests where applicable.
- Specific diagnostic tests as relevant to the particular need of the student.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Sir Harry Smith Community College welcomes parental involvement in their child's education and encourages any parent/carer with queries about their child's progress or well-being to contact the Form Tutor who will work with parents/carers to plan the best route forward, involving the SENCO where appropriate.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The role of parents/carers is very important in assisting children with SEN to succeed in their education. At Sir Harry Smith Community College, we seek to involve parents/carers in all aspects of a child's education and welcome their assistance. We will regularly update parents on many aspects of their child's progress in school through:

- Parents evening/tutor consultation days
- Email/phone calls
- Behaviour Watch Reports
- Termly Progress Check Reports
- IEP/ EHCP Reviews
- Multi-disciplinary meetings

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Managing Student's Needs on the SEN Register – the Process

Through the Assess, Plan, Do and Review process students may be placed on the SEN (Inclusion) Register where there are concerns about progress. This will be agreed and discussed with parents during review meetings. Students on the SEN register requiring SEN interventions will automatically have an Individual Education Plan (IEP) detailing the level of support needed and a copy will be provided for parents. The IEP will provide the basis for discussion at any subsequent review meeting.

Students with a statement or EHCP and supported by a significant number of sessions in the Enhanced Provision Centre (EPC) will also have a Communication Passport in Year 7 emphasising their complex needs. A Communication Passport will be provided for staff along with their IEP.

6.6 Criteria for Exiting the Inclusion Register

Students on the Inclusion (SEN) Register will be monitored for progress. If they make adequate progress and if SSD has not been significantly involved for at least one academic year, they will 'exit' the Inclusion Register. Students are currently placed on Numeracy or Inference interventions for a period of up to 10 weeks on a rolling basis. Monitoring of academic progress after interventions is completed at least annually. This progress is discussed at review meetings with parents. IEP documents are annotated by SSD to show parental comments or amendments.

Provision for students on regular SEN interventions from the Supportive Skills Department (SSD) will be mapped so that progress can be monitored and the effectiveness of interventions reviewed. This Mapping Provision document is available for teachers and support staff to view on the network.

6.7 How will the Curriculum be Matched to your Child's Needs?

The majority of our students participate in mainstream lessons on a full time basis. However, there are students who have been identified at primary as needing 'reasonable adjustments' to enable them to fully access mainstream secondary schooling. In particular, some of our students are identified as needing a differentiated schooling experience in our EPC. Students must meet local authority criteria for EPC support and may undertake English, Maths and/or Life Skills with specialist staff in a smaller group environment. Once they make academic and social progress these students are gradually integrated back into mainstream lessons; with the aim that students are fully integrated by Year 9.

As children progress through their academic careers they may be offered opportunities in smaller teaching groups which focus on more practical skills-based learning at Key Stage 4. These differentiated curriculum offers may include:

- COPE (Certificate in Personal Effectiveness).
- Construction.
- Diploma in Life Skills.
- KS3/4 option of homework support.

Additionally, the school has a Behaviour Support Unit (BSU) which operates two distinct areas in order to support children on a daily basis. One room is designed to provide ad hoc support for those children who cannot access mainstream lessons for a specific period of time; whilst the other room provides a more structured environment for those whose behaviour warrants extra support but must be dealt with in a manner outside the main classroom environment.

We expect all children to be socially responsible and to behave accordingly based on our school ethos and shared expectations. Children with statements or an EHCP are individually assessed for placement in the BSU and reasonable adjustments made if this is deemed unsuitable, for example they may spend time in Supportive Skills using the Teach method of behaviour support.

6.8 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For students transitioning to the college from primary school there are designated personnel within the school who collaborate with the primary schools over transition and arrange the Taster Day experience, which is an annual induction day for Year 6 students in the summer term preceding their arrival to Sir Harry Smith Community College.

The SENCO and a Senior Teaching Assistant (TA) visit all the SENCOs from the partner primary schools annually in the spring to summer term to discuss the upcoming Year 7 students with SEN in depth. A summary of predicted end of Key Stage 2 expectations for students with SEN is compiled and made available to teaching and support staff for the start of the autumn term intake. Additionally, the SENCO and/or a Senior TA attend all Year 5 and Year 6 Annual reviews at local primary schools, if invited, to determine needs and look at supporting these needs within the EPC (Year 5 and 6), or in mainstream from Year 7 if support can be given without EPC involvement.

The EPC Lead TAs ensure transition sessions are offered to all relevant Year 6 students with SEN. For students with emotional needs or deemed vulnerable, and who might struggle on transition, there is a senior TA designated to focus on these students and offer extra taster sessions before Year 7 and also liaise with parents and students during Year 7 as needed.

6.9 Our approach to teaching pupils with SEN

“Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff” (SEN Code of Practice 2014).

The quality of teaching and progression of students is outlined in the Teaching and Learning policy, which includes how lesson observations are conducted. Each teacher’s performance and the overall performance of departments is managed through the line management structure and is closely monitored to develop and improve performance. To embed and improve understanding of quality teaching, additional training and support guides are available.

Quality First Teaching provides for a wide range of abilities, aptitudes and interests of students. The SEN Code of Practice suggests that students are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching over a period of time.

Any students falling significantly outside the range of expected academic achievement in line with predicted performance indicators and below national expectations will be monitored using performance scores by the subject teacher.

Once it is deemed possible that the student has SEN, the level of intervention will increase if adequate progress is not being made. The triggers for this may include:

- The attainment gap between the student and his/her peers is widening; despite differentiation and/or support.
- A previous rate of progress is not being maintained.
- Little progress is being made even when teaching approaches and resources have targeted a student’s identified area of weakness.
- The teacher will take steps to provide differentiated learning opportunities to aid academic progression, sometimes in liaison with the SENCO.
- If the SENCO decides on a specific intervention for the student, the parents will be informed by letter and their permission for this intervention sought. Effectiveness of the intervention will be assessed through monitoring their progress and in the engagement of the student.
- If the intervention fails to produce the required outcomes, then further interventions may be considered where feasible.
- The student is recorded as being monitored by the school due to concern by agency or teacher, but this does not place the student on the SEN (Inclusion) Register.
- Student progress will be reviewed with the parent at either; Academic Tutor Day meetings; Parents’ Evening meetings, Annual Review meetings, IEP (or equivalent) meetings or any interim meeting called by parent or school. Frequency of these meetings is dependent on the individual student’s needs and progress being made.

6.10 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.11 Additional support for learning

At SHSCC we have year group allocated Teaching Assistants (TAs). The numbers per year group are proportional to the needs identified in that year. These TAs support across curriculum areas facilitating less able students to access the curriculum. Students with an EHCP receive their entitlement within this framework.

Additionally, we have specialised TAs supporting in our EPC and in our Supportive Skills Department. There are also additional Support Staff in several subject areas who will work with students at the discretion of the subject area.

Agency support for our students usually takes the form of recommendations and advice which is disseminated to relevant staff as necessary.

6.12 Expertise and training of staff

Our team of teaching assistants, includes senior TA's who are trained to deliver more specialist SEN provision including:

- ASD and ADHD mentoring
- Sensory Integration support
- Social Story/Comic Strip conversation work
- ELSA
- literacy/numeracy intervention
- life skills intervention.

6.13 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after the cycle of intervention is complete
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

6.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on any residential trip(s) that are organised

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Accessibility plan

The Accessibility Plan for SHSCC is in accordance with the planning requirements in the Disability Discrimination Act 1995 and in accordance with the guidance issued by the DfE in 2002 in the document 'Accessible Schools: Planning to increase access to schools for disabled students'.

The Key Objectives are:

To reduce or eliminate barriers to access to the curriculum.

To be able to fully participate in the school community for students, prospective students and any adult users with a disability.

SHSCC has a range of specialist SEN facilities in place. These include:

- A lift.
- Wheelchair access.
- Assistive technology.
- A hygiene room with hoist and personal care facilities.
- A minibus with tailgate for wheelchair users.

The college has created colour coded areas not only to create a positive and vibrant environment, but also to facilitate student movement around the school.

Our Enhanced Provision Centre is positioned on the ground floor to facilitate access, Life Skill classroom units' function at multi heights, a lift is available for any student who needs this access, and there are external ramps to support movement in and out of the college.

Disabled parking located close to our main entrance is available and external lighting for visibility. There are secure break and lunchtime play areas for students who require extra supervision. There are wide doorways to facilitate wheelchair access or those with limited mobility.

In addition to developments in the physical environment we can provide the following dependent on the level of need:

- Tailored equipment to support students with Occupational Therapist diagnosed needs, e.g. footstools for leg support.
- Specialised seating for muscle support, via Occupational Therapist.
- Netbooks for students with severe dysgraphia or dyspraxia needs.
- Visual prompts, visual timetables, visual key fobs.
- Colour coded timetables.
- Coloured overlays and other support.

The college has a Accessibility Plan Policy which is updated regularly. The college uses this document in line with day to day feedback to ensure we meet, where possible, the needs of students in our care. Whilst the vast majority are able to fully access the school's facilities, we are conscious that individual arrangements may need to be made, on occasion, to meet particular needs and therefore our approach remains flexible.

6.15 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of a nurture group to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

6.16 Working with other agencies

These will be consulted when a student continues to make less than expected progress or there are other significant concerns and is usually through an Early Help Assessment (EHA) format. Parents will always be involved at this stage. The Local Offer can also be referred to for details of support available from different services in the area.

6.17 Compliments and Complaints about SEN provision

Parents and carers are encouraged to contact the student's Tutor in the first instance to resolve any issues or concerns they may have or to simply feedback any positive comments.

The Supportive Skills (SSD/SEN) Department may be contacted by the student's Tutor, where appropriate, however parents/carers should feel able to contact the department directly if they need further support. This will be formally recorded on the school SIMs system as parent/carer communication and appear on their child's Individual Education Plan (IEP).

If parents/carers still feel they wish to pursue a matter of concern this can be addressed in writing to the Principal or the Chair of Governors. The school Complaints Policy can be accessed via the school website. www.sirharrysmith.cambs.sch.uk

6.18 The local authority local offer

Our SEN Information Report is our contribution to the local offer and can be found on the college website.

Our local authority's local offer is published here: www.cambridgeshire.gov.uk/SEND

7. Admission Arrangements

The admission arrangements for all students are in accordance with national legislation including the Equality Act 2010. This relates to children with any level of SEN and those with an EHCP.

Sir Harry Smith Community College hosts an Enhanced Provision Centre (EPC) which acts as a transition centre for students with Cognition and Learning difficulties. The criteria for admission to the EPC includes:

- Identification through Annual Reviews at primary or secondary school.
- Identified need for students in Year 5 through to Year 8.
- Students will have an EHCP with 20 hours or more funding.
- Students enrolled in a Whittlesey/Coates school.
- Other criteria that is considered by the Local Authority Panel includes resilience and the need for Life Skills through withdrawal from selected mainstream subjects.
- Significant learning difficulties and the need for basic academic skills through withdrawal from English and/or Maths.

The aim of the Centre is to integrate students as soon as possible into mainstream school with full integration anticipated by Year 9 or sooner. Students should be identified as potential mainstream candidates, otherwise a more specialist educational environment should be considered.

8. Access Arrangements

“Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.*

On admission to Sir Harry Smith Community College, students are identified and may undertake testing to confirm any additional need and also using input from prior data (Primary School) and teaching staff concerns over performance in class/test situations over an extended period.

In order to paint a picture of need and gather evidence to demonstrate normal way of working, throughout key-stage 3 (Years 7, 8 & 9) students may be subject to further assessment, which may include:

- Suffolk Reading Test
- Detailed Assessment of Speed of Handwriting (DASH)

- Cognitive Ability Test (CAT4)
- GL Assessment Dyslexia Screener
- Colour Overlay Test
- Teacher feedback and evidence
- Evidence of normal way of working within College

Additionally, supporting evidence is also gathered from:

- Education, Health and Care Plan (EHCP)
- CAMH reports
- Educational Psychologist reports
- Formal NHS diagnosis reports

If parents wish to submit a report from a private specialist (EP/Doctor/Counsellor/Assessor) as part of their request for the school to consider their child for Access Arrangements, parents should be aware that the school would require to see:

- Full original copy of any reports
- Original copies of all the tests completed
- Relevant qualifications of the Assessor.

This will enable the College (who under JCQ guidelines, can be the sole referrer for Access Arrangements) to have full confidence in the testing that has been undertaken and ensure that testing has been robust and valid and fits the testing interval criteria. Even in this instance, any private report will only form part of the school's evidence when applying for Access Arrangements and may not guarantee that concessions will be awarded.

Using all of the information collated throughout key-stage 3, formal testing for Access Arrangements takes place during the Spring and Summer Terms of Year 9. This is so that all applications for Access Arrangements can be completed and approved by Exam Boards before the start of Year 10.

When making an application, the school utilises all previous years' testing as evidence of the student's difficulties as well as being able to demonstrate the normal way of working within the classroom and during test situations, which is a JCQ requirement. Any application we make requesting Access Arrangements needs to include school-based evidence of need. Students with approved applications for access arrangements will have these arrangements in class tests, mock exams and formal assessments.

The Deputy SENCO/AA Assessor, who holds the following specialist qualification, carries out all testing and assessments at the College:

- CPT3A (CCET & AAC)
- Awarding Body: REAL Training, validated by BPS and Accredited by Middlesex University

For centre-delegated Access Arrangements, the College follows JCQ guidance. The SENCO and Deputy SENCO/Assessor can allocate candidates a prompter and/or supervised rest breaks if:

- The need is a result of substantial and long-term impairment and it is their normal way of working
- There is medical evidence to substantiate this arrangement and it is the candidate's normal way of working.

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. The policy on the use of word processors is kept on the College website and is also available from the SENCO/Deputy SENCO.

Assessing a candidate's need to use a word processor will include:

- Previous test data whilst at the College
- Any formal diagnosis
- Evidence of need from Teaching staff

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCO. The decision will be based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect; and
- The candidate's normal way of working within the centre
- The need for separate invigilation must be substantiated by appropriate evidence of need

The evidence can take the form of a letter from CAMH, EHCP, EP, NHS Consultant or SENCO instructions. This evidence must be provided to SENCO or Access Arrangements Facilitator by the **end of the Autumn Term of Year 11.**

9. Links with other policies and documents

This policy links to the following college policies:

- SEND Information Report
- Behaviour policy
- Accessibility plan
- Safeguarding policy
- Inclusion
- Supporting pupils with medical conditions

10. Storing and Managing Information

School files hold the main school records for students. The school's information management policies adhere to legislative requirements for example data protection and Freedom of Information Acts.

The Supportive Skills Department hold records of SEN provision and support for students they work with. These records are stored in filing cabinets in a lockable room for confidentiality purposes. Once the student leaves the school they are either:

- Forwarded to their new school.
- Archived for 9 years or a designated minimum term.