



Students receive support appropriate to the type and severity of their individual needs. **Our inclusive approach means that most support takes place in mainstream lessons**, using one or more of the following strategies:

- High quality, differentiated teaching
- Teaching which is adapted to take account of specialist advice
- Modified resources and equipment
- Additional adults deployed to provide support for the students, the teacher and the curriculum



Teaching assistants work within Faculty teams, supporting students in all year groups in one or two subject areas. This enables them to provide specialist and subject-specific support. This system also encourages students to become independent learners, rather than becoming over reliant on one adult. For those students who still need a named, significant, adult, a 'key worker' system is in place. The key worker meets with the student on a weekly basis to monitor progress and provision. The key worker may also deliver structured mentoring sessions.

Advice is sought from external professionals such as Educational Psychologists, Occupational therapists, Speech and Language therapists and Clinical Psychologists. This advice, together with internal assessment procedures, informs the provision that is made to meet the students' needs.



Parents' and carers' views and their knowledge of their own child are essential to successful Inclusion. Review meetings with parents are held on a regular basis to evaluate the impact of the provision made and to plan future actions.

The College has an excellent reputation for making provision for students with additional needs. The full college policy is available on request from the Admissions Officer.

Equality and Accessibility

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.



A person has a Disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons



We are currently redeveloping our accessibility plan to reflect the increased accessibility of our new school building.



Types and Levels of Special Educational Need

Definition of SEN

Table 2.1 The four areas of SEN

Cognition and Learning Needs	Behavioural, Emotional and Social Development Needs	Communication and Interaction Needs	Sensory and/or Physical Needs
Specific learning difficulties (SpLD)	Behavioural, emotional and social difficulties (BESD)	Speech, language and communication needs	Hearing impairment (HI)
Moderate learning difficulties (MLD)		Autistic Spectrum Disorders (ASD)	Visual impairment (VI)
Severe learning difficulties (SLD)	Attention Deficit Disorder (ADD)		Multi-sensory impairment (MSI)
Profound and multiple learning difficulties (PMLD)	Attention Deficit Hyperactivity Disorder (ADHD)	Asperger's Syndrome	Physical difficulties (PD)
			OTHER



School Action

This means that the school is providing support for a student that is additional to what a class teacher would normally arrange within a whole class setting. This might involve implementing specific teaching strategies to meet a student's special needs, shared TA support or the use of adapted equipment/materials.

School Action Plus

School Action support continues but additional provision is made, usually involving external professionals e.g. educational psychologist, EWO, FASS, clinical psychologist, etc. It might also include specialist teaching programmes and group work. School Action Plus **reviews** should be held at least twice a year.

Statement

The Local Authority makes an assessment of a student and produces a statement setting out the student's special needs and allocating funds for providing support. This support may typically include a certain amount of in class Teaching Assistant support plus specialist programmes, resources or equipment. An **annual review** must be held each year, reviewing the statement and the provision.

Students' needs do not remain static and it is hoped that the provision made will enable students to make progress to the extent that they no longer require such intensive interventions. Students can therefore move between stages as appropriate.

In line with national and local authority policies, we aim to reduce the need for statutory assessments. In the majority of cases effective support can be provided at school action plus. A referral for statutory assessment is usually only made if a specialist placement is required.

