



# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

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<b>Author</b>	<b>Collegiate SENCO</b>
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<b>SENCO</b>	<b>Mr Tom Holway</b> <a href="mailto:tom.holway@riddlesdown.org">tom.holway@riddlesdown.org</a>
<b>Principal</b>	<b>Mr Daniel Osborne</b> <a href="mailto:daniel.osborne@riddlesdown.org">daniel.osborne@riddlesdown.org</a>
<b>SEND governor</b>	<b>Mrs Jenny Aarons</b> <a href="mailto:jenny.aarons@riddlesdown.org">jenny.aarons@riddlesdown.org</a>
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## **Section 1- Introduction to the Policy**

Riddlesdown Collegiate is part of the 'Collegiate Trust' and as such is committed to ensuring our students with Special Educational Needs and/or a Disability (SEND) receive exceptional education based upon equality of opportunity, access and outcomes. The enhancement of self-esteem, confidence and independence are key aspects of each student's development. Access to a broad, balanced and appropriate curriculum is essential if students with Special Educational Needs and/or a Disability (SEND) are to achieve their potential academically, emotionally and socially. Through the work Riddlesdown Collegiate does with its students who have a Special Educational Needs and/or a Disability (SEND) we seek to uphold the values and expected outcomes identified by the 'Collegiate Trust'.

## **Section 2- Definition of SEND**

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

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

## **Section 3- Definition of Disability & how we achieve inclusion**

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

Riddlesdown Collegiate adopts a whole-school response to full inclusion of students with SEND. "Reasonable adjustment" to teaching and learning strategies, through the delivery of inclusive teaching practices, access arrangements (Disability Discrimination Act 2005), and targeted support is made to ensure that a student with SEND has their needs met. Appropriate advice, support and guidance is offered to students and parents or carers. Transition arrangements for Year 7 SEND students are robust, well planned and individualised programmes are designed for the most vulnerable students. The Collegiate SENCO, Director of Learning (SEND), Assistant SENCO, College Inclusion Coordinators and Higher-Level Teaching Assistant (HLTA) for Transition work in partnership with College teams, parents and carers to ensure that students with SEND are not unduly disadvantaged in terms of access to the curriculum and attendance at extra-curricular activities and trips. This level of access must be compatible with:

- The student being able to receive their special educational provision to meet their learning difficulty and other needs
- The provision of efficient education for students with whom he/she will be educated.
- The efficient use of resources.

Should a student require intimate care as part of their provision, support will be coordinated by the home College Inclusion Coordinator and Welfare Assistants who carry out intimate care. Welfare Assistants go through rigorous and appropriate training in line with the required level of support. All intimate care plans are developed and discussed with the student, family and College Inclusion Coordinator and Collegiate SENCO, further advice and guidance is sought from Occupational Therapy, Physiotherapy and the students care team.

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students' needs and requirements. Personalisation is delivered in a range of ways to support access and ensure that all students can experience success and challenge in their learning. College Inclusion Coordinators work closely with the teaching staff in each of the Colleges to ensure students who have additional needs are fully supported in their lessons. Successful strategies that are experienced in delivering the curriculum to students with additional needs are shared amongst the teaching staff. Information of a confidential nature is held securely by the Collegiate SENCO.

Learning Support Assistants, Learning Mentors and Higher-Level Teaching Assistants are used flexibly to help groups and individual students, with a long-term goal of encouraging and developing independent learning skills. The provision of Learning Support Assistants, Learning Mentors and Higher-Level Teaching is coordinated by the College Inclusion Coordinator in collaboration with the Collegiate SENCO. If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be record in your child's ILP, alongside a review of progress made to secure the outcome. If your child has an Education, Health and Care Plan for their SEND then additional information regarding the support beyond the classroom will be included within the Annual Review.

Students with SEND are included fully within lessons at Riddlesdown Collegiate and where appropriate, the additional support takes place within timetabled lessons. The Riddlesdown Curriculum provides students with a broad and balanced education. Its aim is to provide students with the knowledge and skills which provide the foundation from which they can continue learning throughout their lives. This is achieved through both timetabled lessons and planned activities, which both help to prepare students for employment and will enable them to make a positive contribution to society. The curriculum is delivered through a two-week cycle of sixty lessons each lasting fifty minutes (some lessons may be doubles in practical subjects) and students are set by ability in the majority of subjects. There is some flexibility in setting between different subjects.

Supporting students with Special Educational Needs and Disabilities begins with high-quality, inclusive classroom teaching. Our teachers deliver universal practices that benefit all learners while ensuring that SEND students are not left behind. Teachers can start by giving **clear instructions**, using short, step-by-step directions and checking for understanding. Learning is strengthened with the **use of visuals**, such as diagrams, symbols, and colour coding. Teachers can also provide **differentiated tasks**, adjusting the level of scaffolding, writing frames, or checklists so every student can access the work. **Seating plans** are important too. Carefully

considering where a student sits, particularly near supportive peers, can encourage participation in paired or group activities. A well-worn path can be used during independent activities to allow teacher time to be focused on the students that need it most.

Lessons should also be paced carefully, with content broken into smaller steps. This **chunking** allows time for processing and prevents overload. Paired talk can provide the opportunity for low-stakes rehearsal of this information. Another key strategy is **scaffolding language**—pre-teaching vocabulary, using consistent phrasing, and revisiting key terms. Choral response of key vocabulary can support language acquisition here, as well as Frayer Organisers for developing understanding of Tier 3 vocabulary. Teachers also promote learning through **modelling and guided practice**, showing clear examples or utilising an I-We-You graduated approach before asking students to work independently. Over time, learners are encouraged to take more responsibility, gradually developing their independence with prompts, planners, or checklists.

Classrooms that are inclusive also foster **positive behaviour support**, using clear routines and celebrating effort as well as outcomes. Boundaries are in place to ensure students feel fairness and safety in what is expected of their behaviour. **Peer support** can be powerful too: structured pair or group work helps students learn collaboratively and develop confidence. Finally, teachers provide **emotional and social support** by checking in on wellbeing, using unconditional positive regard, encouraging resilience, and building confidence.

Riddlesdown Collegiate is a set of small schools, under the overall direction of the Principal. The Chief Executive works in partnership with the Principal, overseeing the work of the Principal but not involved in the day-to-day running of the Collegiate. The purpose of the “small school model” is to create “human scale education”, with every student belonging to a College of only 410 learners, a similar size to many primary schools. This provides the educational benefits of a small school, alongside the financial and resource benefits of being a large organisation, including space and excellent facilities. As a result of each team of staff working predominantly with just 410 students, the care and guidance we can provide is much more focused on the individual and their needs.

Riddlesdown Collegiate holds the highest expectations for traditional and exemplary standards with regard to behaviour, uniform, homework and academic progress – delivered through modern and highly effective teaching methods. These expectations are underpinned by our VALUES and our commitment to developing the skills and qualities required for success later in life: “Learners of today, leaders of tomorrow.” Our curriculum supports students to develop the knowledge and skills needed to study to the highest levels, to gain access to the best universities and to be successful in high quality employment. The core of English and Maths are particularly strong subjects, but students make good progress across the curriculum, including the Sciences, where large numbers follow through to A Level and University, and the arts subjects through the Creative and Performing Arts College (CPA).

In addition, our focus on academic progress and achievement is complemented by personal and social development through curricular and extra-curricular work. For example, Sport, Music and Drama are unsurpassed in the area. Our wider CPA programme is outstanding with major Concerts and Productions every year, and over 50 sports teams representing the Collegiate in local, regional and national competitions. This provision is massively enhanced by the superb facilities of The @RC, The Astro and the refurbishment of netball and tennis facilities. We have an extensive extra-curricular programme. Students take part in many trips and activities within the UK and abroad; 1 ski trip each year, sports tours, annual Classics visit to Italy or Greece, language exchanges, World Challenge, Activity Weekends. Most significantly, our Duke of Edinburgh programme is one of the largest in the UK. We believe that great learning takes place both inside and outside of the classroom. In all extra-curricular activities, our students with additional needs are encouraged to participate fully, and additional support can be made available if this is required. Our facilities are very good and constantly improving. Science labs are modern, we have almost 1000 PCs for student use in addition to two Mac suites and the wider facilities in the CPA College – The @RC Theatre, the dance studio, the Sports Hall, gym and fitness centre, The @RC Gallery, as well as outdoor facilities including our resurfaced, flood-lit netball and tennis courts and The Astro.

All students in Year 7 study the full national curriculum. Students begin to study French (Aquila & Phoenix) or Spanish (Orion & Pegasus) in Year 7; the vast majority of students should expect to take a language to GCSE. All students also study Latin in Year 7 with the opportunity to continue this to GCSE and A Level. In particular, the Excellence Curriculum delivered in Year 7 helps students to make a flying start to secondary school, building on their prior learning and developing the learning skills and habits that will be required for further success in the years to come.

The curriculum at Key Stage 4 allows students to continue with traditional GCSE courses (e.g. separate Sciences, languages, history, geography, Latin, economics) or to combine them with vocational opportunities should they wish (e.g. health and social care, sport). The majority of our students follow the first of these routes. College VI students choose from 25+ A Level courses. Students are expected at 16 to transfer from their College to College VI; our excellent post-16 provision prepares students very effectively for university and life beyond school, it was judged to offer ‘outstanding’ provision by Ofsted in March 2023 and is constantly improving and developing, making College VI the place to be for A Level and BTEC success.

Students with Special Educational Needs and Disabilities participate in all areas of the curriculum; we do not have a separate SEND department in the Collegiate. Each College has a College Inclusion Coordinator who monitors and supports the progress of SEND students. The MacKay College provides additional support to a wide range of students – it is not just the SEN base.

#### **Section 4- The MacKay College**

The MacKay College is the hub for the Collegiate SEND provision where support for students is coordinated by the Assistant Principal Inclusion, Collegiate SENCO, Assistant SENCO, and College Inclusion Coordinators. The MacKay College works alongside each of the 11-16 Colleges, and College VI, providing additional support and intervention where needed,

ensuring students are able to engage, flourish and be fully included within the mainstream curriculum offered at Riddlesdown Collegiate.

The MacKay College has a strong academic focus in ‘closing the gap’ amongst learners as well as providing nurture and emotional support to ensure the Collegiate operates as a fully inclusive school. The provision delivered through the MacKay College is short term, targeted and designed to ensure students remain fully included within their respective College. The Collegiate SENCO, Director of Learning (SEND) and Assistant SENCO work closely with the College Inclusion Coordinators, Higher Level Teaching Assistants and coordinates referrals to specialist services such as the Education Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT), Occupational Therapy (OT) and other targeted interventions.

The MacKay College is not an enhanced learning provision, rather a supportive, safe space, built on forming positive partnerships with Colleges, external agencies and families. The MacKay Colleges’ focus is clearly embedded within our approach, “*ensure all MacKay users are able to reach their full potential within their home College*”.

### **Section 5- SEND Provision in 11-16 Colleges and College VI**

Day to day SEND provision is overseen by the College Inclusion Coordinator. Each College has a College Inclusion Coordinator who work with their team of Learning Support Assistants, and all teaching staff to ensure students’ needs are effectively met within their home College. Where a student has a SEND need, they will be included within the College SEND Register, and their needs documented through their SEND Passport, this will be disseminated to all staff working with the student. SEND Passports are reviewed on a termly basis, with updates made available to parents. All teachers are teachers of SEND, and for most students, their SEND will be accommodated in class through the deployment of highly inclusive mainstream teaching strategies.

### **Section 7- Supporting students with sensory Impairments**

At Riddlesdown Collegiate, students who have a hearing/ visual impairment have their provision coordinated by the College Inclusion Coordinator in collaboration with the Collegiate SENCO. Where needed, additional provisions that may be stated in the statutory assessment are met by classroom teachers and support staff, the College Inclusion Coordinator will disseminate and lead on any specific information. Riddlesdown Collegiate works closely with specialist teachers of the deaf and additional support agencies within the London Borough of Croydon to ensure the support that is offered is of the highest calibre. Regular visits carried out in school by specialist staff are supported by the College Inclusion Coordinator and strategies and recommendations are shared amongst staff to ensure all staff are made aware.

To support students with hearing/ visual impairments, Riddlesdown Collegiate works closely with the Croydon Sensory Support Service. This service supports the development, access and achievement of children and young people (CYP) with hearing and visual impairments. Where this service would need to attend school, as part of the COVID 19 response, in most cases these visits will take place virtually through secure online platforms until further notice. In the

cases where students hearing impairments require them to have a face-to-face meeting in school with the CSSS, special consideration will be given to support this take place.

### **Section 8- Supporting students who are Children Looked After (CLA) & and those previously looked after (PLAC)**

Children Looked After (CLA) are children and young people under the care and supervision of a local authority. They fall into two categories:

- Children may be accommodated because their parents are ill, missing, and unable to cope or as part of a child protection plan negotiated for the family.
- Accommodation is an entirely voluntary arrangement in which the local authority does not gain Parental Responsibility and the parent/s can resume care of their child without giving notice. School should continue to involve the parents as though the child was still at home.

The Government expects Social Services and Education Authorities to support CLA in a number of ways. Schools have specific legal duties including the appointment of a Designated Teacher who attends Croydon meetings and reports to and liaises with the Virtual School in order to keep abreast of new legislation and good practice. The role of the Virtual School is to track and monitor students and assist schools in increasing attainment.

Each CLA student has twice yearly PEP (Personal Education Plan) meetings to evaluate progress and establish what further support they need. CLA students in care are eligible for additional funding through their relevant Local Authority, funding is requested through the PEP. The Designated Teacher for CLA co-ordinates the provision for CLA students across the Collegiate. The Designated Teacher for CLA student's works closely with the Collegiate SENCO to ensure the provision and support that is made available is of the highest calibre.

The provision for students who have been adopted from care, or those who have previously been in the care of the Local Authority (PLAC) is monitored by the Deputy Head of College for the respective students. Students who have previously been in the care of the Local Authority (PLAC), and those who are adopted from care, additional funding is available, for more details please contact the relevant Deputy Head of College. The Designated Teacher for CLA, and the Deputy Head of College work closely with the College Inclusion Coordinator, Collegiate SENCO, Assistant SENCO and Assistant Principal Inclusion to ensure the provision put in place supports the delivery of an exceptional education. For more information on CLA provision, please contact the Designated Teacher for CLA. For more information on PLAC provision or for students adopted from care, please contact the respective Deputy Head of College.

### **Section 9- Supporting students who are EAL**

EAL students should be recognised as beginner bilingual pupils, some of whom are newly arrived to the UK and may never have used English. Many of these children may come from families seeking asylum, who may have had limited or interrupted education, but who may also have potential to achieve highly. Some EAL students could also be new arrivals to the UK yet have received full, formal education in home country, may have learned English as a Foreign

Language and already have high levels of subject knowledge and achievement. Some EAL students may be considered to be UASC – Unaccompanied Asylum Seeking Children, these are children who have arrived alone, often having experienced or witnessed violence and loss of family members or children born in the UK, but who have had little exposure to English before starting school.

These children are learning new concepts at the same time as learning English. Young bilingual children should be encouraged to use their first language (L1) at home to ensure age-appropriate concept development. EAL students at Riddlesdown Collegiate are held to the same high expectations as all students, but further adjustments and provision may be necessary to support their academic progress. The day-to-day provision for EAL students is coordinated by their home College Inclusion Coordinator, who will work with the Collegiate SENCO and Assistant Principal Inclusion to ensure their additional needs are met.

### **Section 10- Supporting students who are young carers**

At Riddlesdown Collegiate we are committed to meeting the needs of young carers within our school. A young carer is a child or young person who is responsible for caring on a regular basis for a parent or sibling who has an illness or disability; such as a physical disability, mental health issues, and substance misuse as well those who are terminally ill. A young carer may take on additional responsibilities to those that are deemed appropriate for their age and development, and will often be providing the main care for a family member as well as sharing responsibility with another family member. These tasks will often include domestic activities, household and financial management and personal and emotional care, and because of these additional responsibilities a young carer could experience poor attendance or lateness, under achievement, anxiety, tiredness, behaviour problems, difficulties in completing homework and often bullying. Young carers may not have a ‘special educational need’ but may well present with additional educational needs.

Deputy Heads of College take the lead on supporting young carers within their College and any additional pastoral support that may be needed by the student. Referrals to seek additional support for our students who may be young carers can be made online through <https://www.talkofftherecord.org/croydon/young-carers-service/>. The DHoC will liaise closely with the Collegiate SENCO and College Inclusion Coordinator to ensure that additional needs are met and that the student has access to additional support if needed.

### **Section 11- Supporting students with medical conditions**

The Collegiate supports all students with medical conditions in line with our policy ‘Supporting students with medical conditions’. Students with complex medical needs are further supported through an Individual Healthcare Plan (IHCP). The Individual Healthcare Plan (IHCP) will be developed in collaboration with the student, parents/carers, Assistant Principal Inclusion, Special Educational Needs Coordinator (SENCO) and medical professionals, including the School Nurse.

In the case of medical intervention and the protocol to follow in case of an emergency being necessary, the medical professionals supporting the student will support the Collegiate in identifying these measures. It is the responsibility of all members of staff supporting the

individual students to ensure that the IHCP is followed. Class teachers are responsible for ensuring that students and their medical conditions are supported at school.

IHCPs help to ensure the Collegiate effectively supports students with medical conditions. They provide clarity about what needs to be done, when and by whom. They are essential in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are helpful in the majority of other cases too; especially where medical conditions are long-term and complex. However, not all students require them.

The Collegiate, health care professionals and parents should agree, based on evidence, when an IHCP would be inappropriate or disproportionate. If consensus cannot be reached, the Principal is best placed to take a final view. IHCPs will be easily accessible whilst preserving confidentiality, while preserving confidentiality. IHCPs capture the key information and actions that are required to support the student effectively. The level of detail within a student's IHCPs will depend on the complexity of the student's condition and the degree of support needed. This is important because different students with the same health condition may require very different support.

Where a student has SEND but does not have an EHCP, their SEND should be monitored through their SEND Passport and in collaboration with their IHCP. IHCPs (and their review), may be initiated, in consultation with the parent, by a member of Collegiate staff or a healthcare professional involved in providing care to the student. The Individual Healthcare Plan (IHCP) will be reviewed in collaboration with the student, parents/carers, Assistant Principal Inclusion, Special Educational Needs Coordinator (SENCO) and medical professionals, including the School Nurse and relevant healthcare professional, e.g. specialist or children's community nurse, who can best advise as to the particular needs of the child.

The Collegiate ensures that IHCPs are reviewed at least annually or earlier if evidence is presented that the student's needs have changed. They are developed and reviewed with the student's best interests in mind and ensure that the Collegiate assesses and manages risks to the student's education, health and social wellbeing and minimises disruption. Where the child has an SEND identified in a the EHCP, the IHCP links to or becomes part of that statement or EHCP.

A medical diagnosis or a disability does not necessarily imply a special educational need (SEN). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered. Some children may not require school-based SEN provision but they have medical conditions that, if not properly managed, could hinder their access to education. Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis Tracheotomy, Colostomy and Ileostomy. In such cases, school staff will take into consideration the medical guidance available.

## **Section 12- Meeting the expectations highlighted in the SEN Code of Practice**

Available on the Riddlesdown Collegiate website is our 'SEND Information Report' which highlights to students, parents/carers and other services what steps Riddlesdown Collegiate takes to meet the needs of students with SEND. This document is reviewed on an annual basis and provides details of the 'school offer' available at Riddlesdown Collegiate. Details of the Local Authority SEND Offer can be seen on the Croydon Council website - [Croydon Local Offer](#). The school uses its best endeavours to ensure the necessary provision is made for any student with SEND, identification is carried out early and that the appropriate provision is made for students with SEND in line with the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND April 2015 (SEND Information Report 2015). In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN. Riddlesdown Collegiate is a highly inclusive mainstream secondary school providing support for all areas of SEND, a breakdown of the current SEND needs can be seen below.

If you are parents/ carers of current students or prospective students, our SEND team would be happy to engage in dialogue to support your child achieve even greater progress, recognise and celebrate achievements and implement, where appropriate further support or intervention to further enhance their school experience. The SEND Team at Riddlesdown Collegiate acknowledge the importance of collaborative work between the student, home and school, recognising that students who are active partners, supported by parents/ carers who are involved in decision making and reviewing provision often achieve the strongest outcomes.

SEND students at Riddlesdown Collegiate come under two categories; those identified as a student with EHCP, and those who come under SEND Support. Students with EHCPs have gone through statutory assessment at a Local Authority level, having been identified as students who need further support beyond what the school can implement without additional support. Students who are supported through the SEND Support category, are students who have an identified difficulty that can be supported within the schools notional SEND resources, through inclusive teaching and reasonable adjustment, and therefore don't require additional support from the Local Authority. Students who fall within this category will be carefully monitored by the College Inclusion Coordinator and a graduated approach to monitoring and tracking their provision adopted. The College Inclusion Coordinator will work with the Collegiate SENCO and appropriate outside agencies and support mechanisms to ensure the provision made available is of the highest calibre. In the first instance should you wish to discuss your child who falls within the 'SEN Support' level, contact the appropriate College Inclusion Coordinator.

Education Health and Care Plans (EHCP) are integrated support plans for children and young people with complex special needs and disabilities. They are focused on:

- Achieving outcomes
- Helping children and young people into school, through school, and
- Preparing for adulthood.

The Education Health and Care Plan will be prepared in partnership with the child or young person, parents, carers and relevant professionals working across education, health and social care specialist services. Students with EHCPs have been formally recognised as needing further support beyond quality first teaching in the classroom. This further support comes in

the form of financial assistance from the Local Authority, which will then be deployed by Riddlesdown Collegiate to support meeting the students' needs. The level of support made available for each student will depend on their level and complexity of need.

Students with an EHCP will have an annual review that will explore the progress that the student has made and what further adjustment, support or provision is needed to ensure the student makes rapid and sustained progress. The annual review process will include views from the student, parents/carers, school staff and any other relevant professional. At the annual review, parents will be provided with an opportunity to consider the appointment of a personal budget and therefore take on the responsibility of allocating the funds or to continue with the school's approach to allocating additional funds. Once the annual review has been completed, the review documentation will be shared with the Local Authority.

All students on the SEN Support level and students with an Education, Health and Care Plan have a termly review; this involves students meeting with their relevant College Inclusion Coordinator and discussing their provision and progress over the previous term, during this review meeting, teaching and support staff will be provided with an opportunity to feedback on the students' progress. Following the termly review, students will be provided with an individual SEND Support Plan, this in turn is used to demonstrate the graduated response to reviewing the progress of students with SEND.

The Collegiate SENCO, Director of Learning (SEND), Assistant SENCO, MacKay College team and the College Inclusion Coordinators work collaboratively with central TCT services such as Education Psychology, School Improvement Leads, and Professional Network Leads, in addition to outside agencies such as the Croydon Locality Send Support Service (CLSSS), Educational Psychology Service (EPS), Child Adolescent Mental Health Services (CAMHS), Occupational Therapy (OT), Speech and Language practitioners (SALT) and other key medical and social professionals in order to provide optimum support and service to SEND students. In addition, Riddlesdown Collegiate buys in school counselling support for students via Place2Be.

Students are often identified prior to joining Riddlesdown Collegiate as part of our robust transition process or through collaborative planning with the Local Authority. For some students, their additional needs present themselves later into their placement at Riddlesdown Collegiate. Students in this instance will have been identified by teaching or support staff and flagged up to the SEND Team; this begins a period of assessment. This period of assessment could include; cognitive assessments, observations, consultations with school staff and external agencies, culminating in potential requests for statutory assessment if it is felt the students' needs are complex and require support beyond what is reasonably available. Prior to this assessment process taking place, parents and carers are consulted along with discussions with the student to ascertain their perceived area of difficulty. This process is often referred to as the graduated approach.

Following the identification of an additional need, planning is carried out to identify an appropriate approach to take to support the student. In most instances, the needs of students can be met through effective inclusive teaching and focussed support from the class teacher or support staff. Where external services are involved, additional planning is carried out to ensure identified recommendations or outcomes are supported in being achieved. During this

planning phase, parents/carers and students are involved fully in developing the plan. Students have a SEND Passport created which identifies how needs can be met in the classroom, these documents are shared with the student, parent and teaching staff. In line with the SEN Code of Practice, these are reviewed on a termly basis, or if it's felt the student is not making expected levels of progress. Further ILPs (Individual Learning Plans, which are currently being revised and amended to ensure they are user friendly) are used to support record student progress against agreed outcomes, and where appropriate following intervention programmes. This take place alongside the school reporting cycle; these are also reviewed on a termly basis.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support; the provision for additional support will be coordinated by the College Inclusion Coordinator in collaboration with the Collegiate SENCO, and expert staff within the MacKay College. Students may be offered the opportunity to utilise the MacKay College during breaktime and lunchtime to support with social skills and nurture support during unstructured time.

Additional teaching & learning strategies implemented to support your child are clearly recorded on their SEND Passport, this document will illustrate to the teaching and support staff the strategies that 'must' be implemented in the class, and those strategies that 'could' be implemented in class to further support the student. The 'must' and 'could' strategies are designed to further enhance effective inclusive teaching and support the creation of a learning environment that supports all learners. In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent and in collaboration with the Collegiate SENCO.

If, despite the increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan Needs Assessment (EHCPNA) may be requested. This request for statutory assessment will only be made in collaboration with parents and will be coordinated by the Collegiate SENCO. The Collegiate SENCO will explain this process and how to find out more information about it. Requests for statutory assessment will be made in the best interests of the student.

All students with SEND have a SEND Passport which is reviewed termly in collaboration with the student, teacher and parents. Outcomes match those stated in statutory documentation (where appropriate) or as identified by the College Inclusion Coordinator. Progress is reviewed against the terms; working towards, emerging, developing and secure. If you have any queries regarding the current provision available to students with SEND, please contact the relevant College Inclusion Coordinator or Collegiate SENCO.

### Section 13- **Special Educational Needs – Key Areas**

The following information provides some guidance on key areas of special educational needs and how they may impact on the learning of a student. For more information or to discuss potential areas of concern the Collegiate SENCO should be contacted in the first instance. The 2014 SEND Code of Practice outlines four areas of special educational need that include a

range of difficulties and conditions. The Code of Practice recognises that; *“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset”*. The information below is provided as a guide.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/ or physical

## **Communication and Interaction**

### **Autistic Spectrum Disorder (ASD)**

ASD is a term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- Understand and use non-verbal and verbal communication
- Understand social behaviour, which affects their ability to interact with children and adults
- Think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils with high functioning autism (also known as Asperger's syndrome) should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism. The National Autistic Society has a wealth of information and can be accessed by visiting [www.autism.org.uk](http://www.autism.org.uk)

### **Speech, Language and Communication Needs (SLCN)**

Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops. For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties.

## **Cognition and Learning**

### **Moderate Learning Difficulty (MLD)**

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

### **Profound and Multiple Learning Difficulty (PMLD)**

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

### **Severe Learning Difficulty (SLD)**

Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

### **Specific Learning Difficulty (SpLD)**

“A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2013 SEN Code of Practice)

### **Dyscalculia**

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Further information can be found at: [www.nclld.org/types-learning-disabilities/dyscalculia](http://www.nclld.org/types-learning-disabilities/dyscalculia)

### **Dysgraphia**

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees

- Language processing difficulty: trouble processing and making sense of what the ear hears.

Further information can be found at: [www.dysgraphia.org.uk](http://www.dysgraphia.org.uk)

### **Dyslexia**

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words. Further information can be found at: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

### **Dyspraxia**

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills. Further information can be found at: [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

### **Social, Emotional and Mental Emotional Health**

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs. Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people. Social difficulties, in this context, occur when students have difficulties managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn. Some of the aspects of difficulty included in this area are:

#### **Adjustment Disorders**

A child suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

#### **Anxiety Disorders**

A child suffering from an Anxiety Disorder may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context

#### **Obsessive-Compulsive Disorder ('OCD')**

A child suffering from EBD may also have an Obsessive Compulsive Disorder (OCD). Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.

### **Attention deficit hyperactivity disorder (ADHD)**

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability. Further information can be found at: [www.addiss.co.uk](http://www.addiss.co.uk)

### **Sensory and/or Physical**

#### **Hearing Impairment (HI)**

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

#### **Visual Impairment (VI)**

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;
- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via Braille or other non-visual media.

#### **Multi-Sensory Impairment (MSI)**

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have

additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

### **Physical Disability (PD)**

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

### **Section 14- Seeking support for your child**

To explore an undiagnosed need or look for further support, the College Inclusion Coordinator in the first instance will gather feedback from the students teaching and support staff. The College Inclusion Coordinator will then in collaboration with the College Headteacher, Collegiate SENCO, parents/ carers and the student will meet to discuss appropriate ways forward and to explore what additional support may be required. This could include the use of external support from the Educational Psychology Service, CAMHS or the National Autistic Society in these instances the Collegiate SENCO will act as the liaison between the support service, the Collegiate and the family.

### **Section 15- How Riddlesdown Collegiate utilises the Pupil Premium Grant**

In line with government legislation, Riddlesdown Collegiate will publish the allocation of its pupil premium grant spending on the Collegiate website. For more information regarding the allocation of funds, the Assistant Principal Inclusion should be contacted in the first instance.

### **Section 16- Supporting students with examination concessions**

College Inclusion Coordinators, along with the Collegiate SENCO and Directors of Learning will identify students who - due to their Special Educational Need - would be entitled to access arrangement concessions in examinations and assessments. The purpose of access arrangements is to ensure that, where appropriate, reasonable adjustment under the terms of the Equality Act 2010, is made to student's examination circumstances ensuring they are able to perform to the very best of their ability. Students with access arrangements in place have received additional support in examinations and assessments previously (in particular in Key Stage 4 assessments and class tests) and this represents a normal way of working for them.

In order for this reasonable adjustment to be made in public examinations, students will need to undergo a series of psychometric tests that will identify if existing arrangements (those that have been deployed during Key Stage 3) can be formally applied for through the JCQ (Joint Council for Qualifications). The tests will be administered by the Collegiate SENCO, who holds a Level 7 PG Certificate in SpLD; CCET Level A, AAC- CPT3A, awarded by OCR, Real Training-BPS, Real Training-Middlesex University. Once the results of the tests are available parents and students will be notified of the outcome and will receive confirmation of any access arrangement that may be applied for as a result. If the student is not eligible for reasonable adjustment in examinations, due to the scores not meeting the JCQ regulations, this will also be shared with parents. The results of the psychometric testing, subsequent application to the JCQ and evidence to support the application will be held securely at Riddlesdown Collegiate following our data protection / confidentiality protocol.

The Collegiate SENCO will then inform the Examinations Officer and Head of Centre of the students who require access arrangements and specify the arrangements required. To meet the JCQ guidelines, the Collegiate SENCO, College Inclusion Coordinators and subject teachers must provide reports and feedback that outline the reasons for these requests for access arrangements, and to demonstrate a 'normal way of working'. Eligible scores following psychometric testing is not solely a guarantee that access arrangements will be applied for, the student must have the required concession put in place and have used this over a period of time, thus demonstrating what is the 'normal way of working' in order to have this concession approved for their formal examinations. Applications for concessions are then applied online by the Examinations Office and Collegiate SENCO. The deadline of the 21<sup>st</sup> February for all applications is stringently adhered to.

The Assistant Principal Inclusion, Collegiate SENCO, College Inclusion Coordinators and the Exam Officer are familiar with the provisions in the Equality Act (see page 5) and the document published by the Equalities and Human Rights Commission (EHRC) document that require reasonable adjustments for disabled pupils.

### **Section 17- Admissions arrangements for students with SEND**

The Local Authority consults with Riddlesdown Collegiate following Year 5 Annual Reviews for students who have an Education Health Care Plan (EHCP). The Collegiate SENCO having consulted with Principal, (who represents Riddlesdown Collegiate on behalf of the Collegiate Trust) will respond to the consultation within the allocated timescale.

The Collegiate SENCO or the College Inclusion Coordinator will endeavour to attend Year 6 EHCP reviews, virtually, if in person is not possible, for students who have named Riddlesdown Collegiate as their preferred secondary placement and whose application has been accepted by both Riddlesdown Collegiate and the Local Authority for a confirmed place in Year 7. The Assistant Principal Inclusion/ or the Collegiate SENCO and HLTA Transition will attend the Local Authority transition network meeting within the summer term to liaise and collaborate with other schools within the borough. As part of the COVID 19 response, these events will take place virtually through secure online platforms until further notice.

An Induction Evening for parents, carers and students is held annually in the Summer Term. This is followed by an Induction Day for all Year 6 students. Additional visits to MacKay College and the wider Collegiate are arranged for students with complex SEND and other vulnerable groups to ensure that transition processes are as responsive as possible. In order to arrange an additional visit or discuss the provision that is needed for your child, as prospective applicants please contact the Collegiate SENCO.

## **Section 18 - Roles and Responsibilities**

The Collegiate Special Educational Needs Co-ordinator (SENCO), work under the direction of the Assistant Principal Inclusion and Riddlesdown Collegiate to determine strategic SEN policy and provision in order to raise the achievement of students with SEND.

### **Assistant Principal Inclusion (Teaching) - Principal accountabilities:**

- To provide outstanding leadership of inclusion in order to secure high quality teaching, the effective deployment of resources, successful learning and improved standards of achievement of SEN, disadvantaged and vulnerable students.
- To contribute to the work of the Collegiate Senior Leadership Team in raising achievement and standards for all.
- To provide strategic leadership in the area of inclusion in order to remove barriers to learning and to ensure effective support for students with additional needs.
- To develop, implement, monitor and evaluate a Collegiate Action Plan for all additional needs which delivers Collegiate priorities, improves the learning experience and raises standards for SEN, disadvantaged and vulnerable students.
- To lead the work of the Mackay College in co-ordinating all inclusion services and providing additional support for students beyond their “Home” College.
- To provide professional leadership to all staff within the wider inclusion team.
- To lead performance management processes through line management (including the Collegiate SENCo and College Inclusion Co-ordinators) and plan the deployment of support staff.
- To identify training needs and deliver/co-ordinate/organise professional development.
- To monitor progress of all vulnerable learners and to direct intervention to ensure good or better progress.
- To act as the Designated Safeguarding Lead (Deputy DSL).
- To ensure that SEN support enables high quality learning across the Collegiate.
- To ensure effective systems of communication, including feedback about students’ learning, to inform future planning.
- To be accountable for the provision of resources for all students with an Education and Health Care Plan and for the spending of the additional resources provided for disadvantaged students.

### **Collegiate SENCO (teaching) – Principal accountabilities:**

- To act as the Collegiate SENCO.
- To maintain an up-to-date knowledge of national and local initiatives and statutory changes which may impact on policy and practice.
- To disseminate procedural information, such as recommendations from the SEN Code of Practice and the Collegiate SEN policy.

- To consider the appropriateness of and, where necessary, prepare Education and Health Care Plans (EHCPs) for students in need of additional support.
- To lead reviews of EHCPs and ensure that they are effective in delivering appropriate support for individual students, liaising with College Inclusion Co-ordinators, as necessary.
- To liaise with Colleges, feeder schools and external agencies, including EWO, Educational Psychologist and alternative education providers, as necessary.
- To assess students for examination concessions and co-ordinate any special arrangements in conjunction with the Examinations Officer.
- To support colleagues to develop their understanding of the different types of SEN and effective strategies for SEN teaching

The Collegiate SENCO oversees provision for SEN students across the Collegiate and College Inclusion Coordinators take day-to-day responsibility for the operation and co-ordination of the provision made for students within their 'home' College. Liaison with staff, parents and carers, students and other stakeholders such as the Educational Psychology Service (EPS) is undertaken regularly and always in collaboration between the Collegiate SENCO and College Inclusion Coordinator.

#### **Director of Learning, SEND (teaching) – Principal accountabilities:**

- Lead and co-ordinate SEND strategies and approaches to securing outstanding and inclusive teaching and learning and outcomes.
- Lead and deliver high-quality professional development to improve consistency and impact of SEND teaching across the curriculum.
- Collaborate with Directors of Learning and College Inclusion Coordinators to raise standards and share effective SEND practices.
- Work with Assistant Principals (Teaching & Learning and Professional Learning) to ensure SEND pedagogy is embedded in the CDT schedule and Early Career Teacher (ECT) programme.
- Support the development of the Educational Support Team (LSAs/HLTAs) through targeted training and coaching, in conjunction with the Collegiate SENCO and Assistant SENCO.
- Contribute to the development and oversight of Study Support and alternative curriculum pathways, particularly at Key Stage 4.
- Ensure all staff are informed and equipped to respond effectively to student SEND profiles, strategies, and individual needs.
- Monitor, evaluate, and report on the progress and performance of students with SEND, using data to inform interventions.
- Work directly with identified students to support the development of functional skills (literacy, numeracy, reading) and co-ordinate and deliver targeted interventions, including Functional Skills and Entry Level qualifications.
- Deliver high-quality, inclusive lessons as part of a timetabled teaching allocation, focusing on the needs of SEND students.

#### **Assistant SENCO (non-teaching) – Principal accountabilities**

- To maintain an up-to-date knowledge of national and local initiatives and statutory changes which may impact on policy and practice.
- To provide professional leadership to the College Inclusion Teams, supporting with achieving consistency in standards and experience across the 11-16 Colleges, assisting

with the smooth day-to-day running of the SEND provision and overseeing intervention work.

- To provide professional leadership to the College Inclusion Coordinators in ensuring SEND reporting (SEND Support Plans / Progress data) is consistent across the 11-16 Colleges and College VI.
- To provide professional leadership in developing SEND provision in College VI for both SEND Support and EHCP students, supporting with achieving consistency in standards and experience.
- To provide professional leadership in Key Stage 4 to 5 SEND transition (SEND Support and EHCP students).
- To provide professional leadership in relation to Education Support staff development and training, by raising standards in SEND and supporting colleagues to develop their understanding of the different types of SEN and effective strategies for SEN support.
- To support the Collegiate SENCO coordinate examination concessions.
- To support the Collegiate SENCO in ensuring EHCP reviews are effective in delivering appropriate support for individual students, liaising with the College Inclusion Coordinator, as necessary.
- To support the Collegiate SENCO in responding to requests for statutory assessment and SEND Locality Support applications.
- To deputise, where needed, for the Collegiate SENCO in matters relating to SEND provision.

#### **College Inclusion Coordinator (non-teaching) - Principal Accountabilities**

- To provide, the College SLT, leadership, advice and support on the identification and appropriate intervention for groups of students
- To have an oversight of schemes of work and assessment materials, including examinations, to ensure they meet the needs of individual students.
- To co-ordinate the preparation and dissemination of provision maps with staff and parents, as appropriate
- To hold educational reviews for all students with EHCPs (Educational Health Care Plans)
- To provide appropriate care, support and guidance for all SEN / PPG students including care of students with physical disabilities
- To liaise with parents, carers and relevant outside agencies as often as appropriate and necessary
- To oversee the mentoring provision and intervention for all PPG students identified within the College
- To provide line management to the LSAs within the home college.
- To analyse data, to review progress and provide necessary intervention using the support from the College team and Assistant Principals Teaching and Learning
- To ensure that Learning Support Assistants are deployed within the college and wider collegiate to maximum effect when supporting students
- To support Directors of Learning in sharing of good practice when teaching different groups of students. To lead on appropriate teaching and learning CPD within the

#### **Local Governing Body representative (non-teaching) – Principal accountabilities:**

- To make recommendations to the Local Governing Body on staffing and other resources needed to meet the needs of SEN students and other vulnerable learners.
- To monitor standards achieved by SEN and other vulnerable groups of students
- To monitor the impact of the SEN provision on the achievement and attainment of students

## **Section 19- Monitoring and Review**

Students with SEND are monitored regularly by SEN staff. SEND Support Plans, for all students with an EHCP and students on the 'SEN Support level' will be reviewed termly and in line with the SEN Code of Practice requirements will form part of the termly graduated response to monitoring and review the provision of support for students with an SEN. In order to adopt the graduated response to reviewing student's progress and provision, during the termly reviews the reviewer will adopt the '**Assess, Plan, Do, Review**' framework to ensure the provision that is put into place to meet the students' needs is fit for purpose and effective in ensuring the student is able to make rapid and sustained progress. The assess, plan, do, review framework will be illustrated and implemented through the student's SEND Support Plan.

Each EHCP student receives an 'Annual Review' which is a statutory requirement; if appropriate a member of the SEN Case Team from the Local Authority and the Education Psychologist may attend. During the annual review the College Inclusion Coordinator, along with the student and the parent/ carer will review the provision and progress made by the student during the academic year. During the meeting SMART targets will be set and agreed upon to ensure the student is supported in making the expected levels of progress. Upon completion, the annual reviews will be sent to parents/ carers and the SEN case manager for the student. A copy is kept on a confidential file for the Collegiate SENCO to use to review and evaluate the effectiveness of the Collegiate's provision for students with an SEN.

Alongside the annual review process, the SEN Team (Assistant Principal, Collegiate SENCO and College Inclusion Coordinators) will work alongside the Teaching and Learning Teams to carry out a range of lesson observations, learning walks, book scrutiny and audit to ensure the quality of SEN teaching and learning is exceptional. Students in need of additional intervention to allow them to access the curriculum more effectively are able to access the following via referral to the MacKay College, for either targeted support delivered through the MacKay College or through targeted support delivered within their home College:

At Riddlesdown Collegiate we feel that the student voice is very important when identifying appropriate interventions. It is essential that students feel confident that they will be heard and their views acknowledged, by adopting the graduated response for students on the 'SEN Support' level or EHCP. The student voice is taken without fail when developing appropriate provision and support mechanisms. Students are expected to attend Annual Reviews of EHCPs; termly reviews and they should always be consulted as to the effectiveness of existing support and the formulation of future plans for provision.

## **Section 20- Raising Concerns**

Any concerns relating to Special Educational Needs should be addressed in the first instance to the student's College Inclusion Coordinator who will, if necessary, liaise with the College Head and other key colleagues in order to investigate the concern. If the matter is not dealt with satisfactorily the Assistant Principal Inclusion or the Collegiate SENCO, should be contacted.

## **Section 21 - Useful websites and support services**

[Croydon Local Offer](#) – Local Authority’s website

[www.autism.org.uk](http://www.autism.org.uk) – The National Autistic Society

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) – The leading dyslexia website for parents

[www.place2be.org.uk](http://www.place2be.org.uk) – School counselling service at Riddlesdown Collegiate

[www.croydondropin.org.uk](http://www.croydondropin.org.uk) - School counselling service

[www.nhs.uk/attention-deficit-hyperactivity-disorder](http://www.nhs.uk/attention-deficit-hyperactivity-disorder) - useful information and videos regarding ADHD

[www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder](http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder) - ADHD advice

[www.offtherecordcroydon.org](http://www.offtherecordcroydon.org) – Youth counselling in Croydon for young people 14 – 24 years