



STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, ADDITIONAL NEEDS AND DISABILITIES

Introduction

This Policy seeks to ensure the College meets its responsibilities under the following regulations:

- the Special Educational Needs & Disability Access Act 2001,
- the Disability Discrimination Act 2005,
- the DFES *Special Educational Needs Code of Practice 2001*,
- current requirements of I.S.I. Regulations,
- Equality Act 2010
- the 2015 SEND Code of Practice and
- Relevant amendments or additions to these regulations.

The College also believes that it is in accordance with its international nature to ensure that all suitably qualified students are able to benefit to the greatest possible extent from all the College has to offer regardless of any need or disability.

In this Policy reference is made to 'disabled people' in the widest sense: disabled students, young people and adults, as students, employees, governors, parents and carers and other members of the wider community that might use College premises. The definition of disability covers a broad spectrum of impairments including under the 2015 Special Needs and Disability Code's categories:

- communication & interaction;
- cognition and learning;
- social, mental and emotional health;
- Sensory and/or physical needs.

This Policy seeks to ensure the College's Policies and Procedures, secure correct and fair treatment of students with **defined educational special needs** which, if left undetected and not catered for, would prevent a student from benefiting to the fullest extent for them from the opportunities offered to them at the College. By 'benefiting to the fullest extent for them', the College understands the definitions in the 2015 *Special Educational Needs and Disability Code of Practice* that: SENDs are identified early; dealt with by interventions and approaches in accordance with best practice; respect the wishes of the student concerned in the light of their age and understanding; include the views and wishes of parents or guardians; where appropriate include work with other

agencies or in coordinated interdisciplinary approaches between Bath Academy staff; where a student has an EHC Plan ensure this is efficiently applied in terms of time limits and annual review; monitor and review a student's progress and performance efficiently to ensure progress is made in ways that can be definably measured.

This Policy should be read and applied in conjunction with these other College Policies:

- Accessibility Plan
- Anti-Bullying
- Equal Opportunities
- Child Protection and Safeguarding
- Controlled Assessment
- Health and Safety on Educational Visits
- Internal Assessment Appeals Procedure

Responsibilities of the College and of parents and guardians

Bath Academy is academically a non-selective college and we welcome all students who can make the most of the opportunities that we offer and can flourish in our caring environment. Treating every student as an individual is important to us, and we welcome students with physical disabilities if they can cope with our site. Parents should visit the sites prior to a student's application to discuss and determine whether this is the case.

On and before admission

We require parents of students with physical disabilities or special educational needs to disclose their son or daughter's requirements or of any disability or issues, which may potentially cause concern or be relevant at the time of application. Parents should provide a copy of a medical or educational psychologist's report to support their request, for example, for large print material or other special arrangements.

It is also important to discuss such details so that a reliable assessment can be made of whether the College will provide an environment from which a student can benefit by the putting into place of such adjustments, support or other special arrangements that are required. Such reasonable adjustments and arrangements are designed to avoid any student or potential student with a disability or a special educational need being at a substantial disadvantage compared to any student who is not disadvantaged because of disability or special educational need.

In assessing any student or prospective student, the College may take such advice and require such assessments as it regards as appropriate. Subject to this, the College will be sensitive to any requests for confidentiality.

After admission

Bath Academy is proud of its record of supporting students with special educational needs and disabilities. In addition to effective assessment of a student's needs prior to him or her joining the College, the College is committed to detecting and then catering for any special educational need or disability not apparent at the time of entry. The College's staff are trained to spot features of a student's behaviour or learning, which

may suggest a SEND. After discussion with parents and guardians and (subject to a student's age and maturity) with the student, a student can be tested by either a specialist teacher or a Chartered Education Psychologist, who has a working relationship with Bath Academy. In the event that a SEND is confirmed, appropriate provision or adjustment is then put into place, so long as the behaviour patterns that have led to the diagnosis are not prejudicial to the learning and welfare of other students.

The same is also true of students who develop a permanent physical disability during their time at the College.

Physical Access to the Site

The College has in common with many other Colleges a layout, which covers a wide area and consists of separate and some historic buildings of several storeys and without lifts. This requires students to go from classroom to classroom, often up steps or stairs in buildings without lifts. The boarding facilities pose similar problems of access to mobility-restricted students. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the College at prohibitive cost. Parents, guardians of, and disabled students themselves are encouraged to visit the College's site and discuss with Staff problems and possible solutions.

The Special Educational Needs Coordinator

The SENDCO at Bath Academy is Penny McGee. The SENDCO is responsible for managing SEND provision and exam access arrangements.

Teachers often see students on a one-to-one basis as appropriate after discussion with subject teachers, students (where appropriate) and parents. The frequency of this can be varied depending on the needs of a student and on the progress, he or she makes with developing strategies to cope with their SEND. Parents pay for these sessions at the College's agreed rate for individual lessons and for diagnostic assessments.

Bath Academy applies a graduated approach to SEND provision, as outlined in the SEND Code of Practice 2015. When a student first enters the College or is first diagnosed with a SEND, the College contacts the parents or carer to discuss the diagnosis and appropriate intervention.

Barriers to learning are identified and appropriate provisions put in place. Students are encouraged to participate fully in discussions about their needs, aspirations and support.

Support for students includes:

- Classroom adjustments; e.g. providing students with print-outs of board work, providing visual back up to support verbal information, displaying key subject vocabulary
- Study skills support; e.g. supporting students with time management, organisation and revision skills
- Assessment for exam access arrangements

Staff training

All teaching staff receive regular training from the SENDCO. This covers identification of various SEND, classroom support strategies and exam access arrangements.

Internal and external examinations

In accordance with *Joint Council for Qualifications (JCQ)* regulations, assessment for GCSE and A Level access arrangements is carried out within the centre, by the SENDCO. Privately commissioned assessments carried out without prior consultation with the centre cannot be used to award access arrangements.

When a student is eligible for access arrangements, these are implemented for all external public exams, and on a regular basis for internal assessments. All access arrangements must reflect the student's 'normal way of working.' The SENDCO and Exams Officer manage this.

Subject to JCQ rules, invigilators are also trained to ensure that a student is not penalised in realising their best in an examination because of a SEND, for example, by being overcome with panic if the examination environment is intimidating for a student with a SEND such as dyslexia.

E.F.L. Teaching

All students whose English is not at native speaker standard receive formal teaching and assessment. Teaching staff monitor student progress and work collaboratively with the SENDCO to establish whether difficulties are related to learning English as an additional language or whether they arise from a SEND. Students with a SEND are assisted and provided for in this curriculum area as in all others.

Communication

The SENDCO manages the SEND register, which summarises key information about students with SEND. Students with SEND also have a Learning Profile, which records their needs, strengths, diagnostic test scores and appropriate teaching strategies. Learning Profiles are recorded on ISAMS where they can be accessed by teaching staff. Pastoral and teaching staff incorporate this information carefully into monitoring a student's progress. Subject teachers ensure they are aware of students they teach with special needs and of how this relates to their subject. Subject to a student's age and maturity, the impact of a student's SEND on his or her learning and the effectiveness of strategies in teaching and learning for coping with a SEND form part of discussion between teacher, student and parent or guardian.

High Achieving Students

It is the aim for all students at the College to achieve the best possible outcomes and the College identifies students whose abilities in one or more subjects require extra targets, stimulus or support to ensure their potential is reached. This will also include students whose area(s) of high achievement need support of their entire workload or organisation of life at College. The College includes as 'areas of high achievement' a student's talents or aims beyond the classroom or lab such as in sport, the arts, a professional field or

activity. A Register of High Achieving Students is maintained by the Vice Principal and Course Directors for information of all staff, personal tutors and boarding house-parents.

Access to sport and extra-curricular (including College trips)

Access to extra-curricular and recreational activities or to College trips may be limited due to physical impairment or to special needs with language based or behavioural implications but adjustments will be made where appropriate and possible. While it may not be possible for students with some types of disability or SEND to be involved in team games, alternative opportunities will be available, wherever possible, and when appropriate supervision can be provided. Students and their parents are readily included in discussion of such matters.

Welfare provision

College pastoral staff (Personal Tutors, boarding Houseparent's, the College Nurse, the Accommodation Officer, the SENDCO, the Vice Principals and the Principal) as well as teaching staff are expected to be aware of and well briefed on pastoral issues which may be complicated by or caused by SENDs and disabilities. Where appropriate, pastoral support of a student takes careful account of a student's needs arising from a SEND.

Students with severe illnesses or chronic medical conditions

All such students are entitled to the care and provision within the scope of this policy. This is also the case for students who have developed a condition and are learning to manage it or who return to College following an illness or medical procedure, which will require adjustment, special provision or will have implications for their learning, teaching or life at College. There may be circumstances where the College cannot meet a student's needs.

Medical Room

The Medical Room is staffed by a College Nurse who provides cover during College hours. The College Nurse is briefed where appropriate to ensure effective care of students with SENDs and works with teaching staff in terms of necessary cross-professional cooperation and confidentiality to ensure care of students within the aims of this Policy.

Non-teaching staff

Where appropriate, non-teaching staff other than the College Nurses are briefed and involved in the care of students with SENDs. This may include boarding staff, Junior Activity leaders and members of the Catering, Domestic and Maintenance staffs.

Reviewed: November 2019

Next Review: November 2020

Responsible Officer: Penny McGee

Signature: