



## **Special Educational Needs Policy**

David Game College (“the College”) is concerned to address the needs of all students and ensure that each one achieves the best of which he or she is capable. All students are given the opportunity to develop their talents and personalities to the best of their ability.

The Special Educational Needs and Disability Act (SENDA) refers to disability as a limitation going beyond the normal differences in ability which might exist among people. This impairment must have a long-term effect on the student's education. SENDA requires colleges to treat all students equally favourably. The responsible body under SENDA, as it affects DGC, is the Board of Governors. This policy will be reviewed annually by the College’s Leadership Team and any changes will be ratified by the Board of Governors.

### **Admission**

Admission to the College is by interview when candidates will be judged solely on their capacity to meet the College’s admissions criteria. The College’s Admissions Policy specifies these. No candidate will be refused admission solely as a result of his or her disability, provided that the College has a reasonable ability to provide for that candidate’s needs. If a candidate for admission is known to have a Specific Learning Difficulty (SpLD) or any other disability, this should be indicated to the Admissions Secretary at the time of application. Parents are also asked to provide evidence in the form of an Educational Psychologist’s report or a medical report.

The College will take all reasonable steps to avoid putting a student at any disadvantage during the admissions process without justification. However, the College is not equipped, and the geography of its site may be unsuitable for students with the more severe physical difficulties. Similarly the College may not have the expertise to assist with more serious learning difficulties. Under such circumstances it will be reasonable to advise parents that the College is unsuitable.

It is not the intention of SENDA that every college should plan to provide full access for the full range of disabled students. The College’s accessibility plan details how the College intends over the next several years, to increase the extent to which disabled students can participate in the College curriculum.

### **Provision**

Once at the College, the SEN policy sets out details of our provision. David Game College works to enable our students with special educational needs to reach their full potential, to be included fully in the College community and to make the successful transition to adulthood. For the majority of students with learning difficulties, a mainstream setting will meet all their special educational needs; they will make good progress in their studies, their needs being adequately addressed by

normal differentiation; consequently these students do not receive individual or group support.

Where differentiation in the class is insufficient to meet the needs of a student, the College provides support whereby increasingly specialist expertise is used to respond to a student's individual needs.

Some students may have been assessed prior to attending the College, or may be in the process of being assessed and/or may have been seen by an outside agency. Specific difficulties will have been identified and they will receive individual or small group support inside or outside College. Students are otherwise coping within a differentiated classroom setting and progress is clearly being made.

### **Learning Support: Policy and Procedures**

The College has a Learning Support (LS) Register. The LS Register includes the names of all students about whom concerns have been raised and whose progress is being monitored. This is to ensure that these students' needs are kept under review and their inclusion informs teaching staff that their progress is, or has been, a cause of concern.

Students are included on that list when the College has reliable evidence that they have additional learning needs.

The following paths to identification exist:

1. Educational Psychologist's report (EPR) or report from another suitably qualified professional, requested and submitted at time of registration at the College.

At this point, the student's name will be placed on the LS Register if the student has been assessed as having a special need or is in the process of being assessed.

2. Statement of concern from one or more of a student's teachers.
3. Comment or statement of concern by parent.

Teacher and parent will then discuss to:

- explain areas of concern
- explain action the College is to take
- solicit support
- open up a chain of communication
- recommend sight and hearing tests if appropriate
- set dates for review/monitor progress

There will be an internal review of the position involving the Leadership Team, academic tutor and others as appropriate. This will be reviewed at regular intervals until such time as the student is deemed not to need additional support.

We may also recommend that parents arrange for a student's sight and hearing to be tested as a matter of course. Outside agencies may, where necessary, be called upon to provide further assistance in the assessment procedure, eg:

- GP
- Paediatrician
- Consultants
- Speech Therapist
- Occupational Therapist
- Counselling services
- Educational Psychologist

The outcome of such assessment will probably fall broadly into one of three categories:

1. "Classic" dyslexia-type difficulty diagnosed, with short-term memory deficit and phonological difficulties as key factors in causing literacy skills to be weak by comparison with more general intellectual capacity.
  - The student's name is placed on the register and staff informed.
  - Parents should be offered the opportunity to commission an EPR if they so wish as this will provide a more detailed assessment to inform teaching staff. This report may also recommend access arrangements for public examinations. The student's name is placed on the register and staff informed.
2. Suspicion of a difficulty, which does not fall into the above category. Such difficulties might be: a more subtle language processing disorder which does not fall into the 'classic' Dyslexia category, Dyspraxia, Autistic Spectrum Disorder (e.g. Asperger's Syndrome), Auditory Processing Disorder or ADD/ADHD. In such cases, parents are encouraged to commission an EPR or seek a GP referral to a paediatrician or other appropriate professional.
  - The student's name is placed on the LS Register and staff informed if appropriate.
3. No significant difficulty diagnosed or suspected. The student's progress will be monitored nonetheless, and a date set for further contact with parents to address any lingering concerns. Parents are, of course, at liberty to commission an EPR.

The outcome of all assessments, both internal and external, should be discussed with parents by the College Leadership Team. (It should be noted that parents may require help to understand the results and significance of testing procedures.)

All EPRs are conducted at the student's expense. In addition to such initial assessment, there should be on-going assessment of the needs and progress of all students on the LS Register. (See below under *Support*).

The Leadership Team should, in conjunction with the Examinations Officer, ensure that all necessary assessments for special examination arrangements relating to students on the LS register are duly carried out and written up in accordance with the relevant regulations.

Copies of all relevant reports and records should be kept by the LS Co-ordinator when necessary.

## **Support**

The College aims to offer a range of strategies, tailored to the individual needs of LDD/SEN students that will enable them to participate as fully as possible in a broad and balanced curriculum.

The College aims to provide a positive and supportive learning environment. This involves a number of features which are particularly appropriate to students with LDD, but from which all students will benefit:

- use of multi-sensory learning materials and teaching methods
- teaching of study skills
- appropriate use of ICT
- a clear role for parents and appropriate outside agencies
- students are encouraged to learn Touch-Typing

The College aims to support LDD students so that they can cope in a mainstream classroom setting and can maintain 'adequate progress' (as a minimum). Ultimately, the aim is to enable LDD students to become, so far as is possible, independent learners (CoP 5.21).

The main features of support offered by the College are as follows:

- preparation and dissemination of the LS Register giving a 'thumbnail' sketch of students' needs and provisions
- detailed profiles
- IEPs and Learning Support Plans as appropriate

The aim of these is to inform teachers of the needs of individual LDD students, and to suggest means of supporting such students.

## **Differentiation**

The College will share expertise in teaching methods in order to facilitate differentiation within the mainstream classroom, which will enhance the LDD / SEN student's learning and access to the curriculum. This sharing is achieved both through informal advice given to individual departments and teachers and through contributions made by specialists to the College's professional development of staff.

**Individual or small group lessons** are given by suitably qualified staff to students who, despite implementation of classroom strategies for differentiation (see above), still fail to make "adequate progress", or to students whose needs are, immediately

on diagnosis, considered to be such that individual lessons are necessary. These lessons are paid for by the student at the appropriate rate and are individually tailored to the specific needs of the student(s) involved following consultation with parents. They will be timetabled as appropriate.

All these responses involve **on-going assessment and review**. Targets should be modified as appropriate.

LDD students should receive a **regular report**. This should be written by the student's Tutor, make reference to targets agreed for the term and be sent to parents as part of the student's report.

### **The Learning Support Register**

The Learning Support Register includes the names of all students about whom concerns have been raised and whose progress is being monitored. This is to ensure that these students' needs are kept under review and their inclusion informs teaching staff that their progress is, or has been, a cause of concern.

### **Resources and facilities**

The College aims to provide all those resources, human and material, necessary to support the learning of students with LDD. The Leadership Team will work with appropriately qualified specialist part-time teaching staff for one to one sessions.

### **Partnership**

The College aims to forge strong partnerships with parents and appropriate external agencies. The College has a duty to co-operate with

- classroom teachers
- parents
- outside agencies

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