

Etone College

Special Educational Needs and Disability (SEND) Information Report

A child or young person has SEND if they have a learning disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream or post-16 institutions

Guiding Principles:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs and disabilities (SEND), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents/carers in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Admission arrangements for SEND pupils

Etone College provides a broad and balanced curriculum for pupils of all abilities. The curriculum for SEND pupils is not narrowed in any way. Whatever their ability, each child is encouraged to reach their potential with targeted adaptations and scaffolds in place to match each child's needs.

Pupils are admitted to Etone College at the age of 11 without reference to ability, race, aptitude or religion. The school's admission criteria (as set out in the Etone College Admissions Policy) is applied to all applications from the parents/carers of pupils with special educational needs and/or disability.

SEND Specialisms:

Etone College does not specialise in making provision for any particular special educational need or disability and does not have specialist units. The school aims to provide a flexible and inclusive curriculum for all of its pupils.

Facilities for SEND

Etone College has seven accessible toilets, located on the main site and in the Sixth Form building. There is a lift in the Express, Tanner and Sixth Form buildings. However, there are buildings, where lessons may be taught on two floors, that have no lift service available. Where a pupil may need access adaptations this is considered in liaison with the Headteacher to support individual requirements.

Roles and Responsibilities:

Provision for pupils with SEND is a matter for the school as a whole. All members of staff have an important role as part of this process and as stated in the code of practice, “every teacher is a teacher of SEN”.

The **Trust Board**, in co-operation with the Headteacher, determines the school’s policy and approach for pupils with SEND, establishes the appropriate staffing and funding arrangements and has oversight of the school’s work.

The **Headteacher** has responsibility for the day-to-day management of all aspects of the school’s work, including provision for all children with SEND. The Headteacher keeps Matrix Academy Trust fully informed and also works closely with the school’s SEND team.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) works closely with the **SEND team**, Leadership and fellow teachers to plan the strategic development of the SEND policy and provision. The SEND team has responsibility for the day-to-day operation of the school’s SEND policy and for coordinating provision for pupils with SEND, particularly through the *Wave 1* and *Wave 2* provisions (see appendix). The SEND policy is available on the school’s website.

All teaching and support staff are fully aware of the school’s procedures for identifying, assessing and making provision for pupils with SEND. All teachers are responsible for planning an inclusive curriculum and acting as the primary source of support for pupils with SEND. All teaching staff and **Learning Support Assistants (LSAs)** have training throughout the year on how to provide a wide curriculum and how to meet the learning, social, emotional and behavioural needs of SEND pupils.

In addition to the above, we recognise that **parents and carers** have a key role to play in supporting pupils with SEND to reach their potential. Therefore, we encourage their

attendance at review meetings and parental engagement events alongside the implementation of suggested strategies written in the pupil's profile.

Arrangements for coordinating the provision of education for SEND pupils:

The SENDCO co-ordinates the work of the SEND team and that of external support services. The SENDCO takes the lead in the strategic development of the school's SEND policy and provision to meet the needs of SEND pupils. The SEND Team undertakes the co-ordination of provision for SEND pupils.

The identification and assessment of SEND pupils:

Etone College will admit pupils who have already been identified as having special educational needs and or a disability. A pupil may have been identified by their primary school as having SEND. The SENDCO will facilitate liaison between a pupil's primary school and the SEND team so that the pupil's SEND can be identified and discussed. This allows for early intervention to be planned for in order to achieve a smooth and successful transition for SEND pupils.

Etone College is aware that any pupil admitted to the school may have unidentified special educational needs and/or a disability, that children's special educational needs and disability may change over time and that the period of transfer and adjustment to a new school, which is crucial to all pupils, may hold a particular challenge for a pupil with special educational needs and or disability. To assist in the identification of SEND pupils, the school will assess all pupils' current levels of attainment on entry, using screening test results.

The process of transition between key stages is supported by the SEND team. From year 7 onwards, all SEND pupils are provided with careers support. During year 9 and 11 SEND pupils are supported through the options process. For those exploring options outside of Etone at the end of KS4 and in KS5, careers and higher education decisions and applications are supported.

At each transition point, pupils are guided by the SEND Department to support their academic progression and ambitions and prepare them for adulthood.

Assessment occurs throughout a pupil's time at Etone College, with their progress being measured by reference to:

- evidence from teacher observation and assessment
- a pupil's performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

All teachers are responsible for referring a pupil to the SEND Team if they are concerned about a lack of progress. Intervention must first be made within departments and through pastoral support.

Etone College is also responsive to expressions of concern about progress from parents, pupils and other professionals and will investigate all such referrals.

Pupil Profiles

Pupils in Years 7 to 11 have personal profiles shared with their teachers. Profiles are updated in discussion with parents, carers, pupils and reflect recommendations given by other professionals working with the child.

All profiles include:

- strengths and difficulties
- pupil voice
- recommended teaching strategies and strategies for support
- the provision to be put in place
- aspiration for the future

Where the pupil has an EHCP, the profile will include outcomes from section F of the EHCP. The recommended strategies and support will reflect these outcomes to ensure that all staff can meet the needs of the pupils.

Monitoring and Reviewing Profiles:

The profiles will normally be reviewed three times a year in consultation with the pupil and/or parents. Working profiles are continually kept 'under review'.

Provision Map

In compliance with the SEND Code of Practice (2014), parents/carers, pupil and the SENDCO will work together to create a comprehensive picture of the pupil's needs and to set targets that will impact positively on the pupil's progress.

The curriculum for SEND pupils:

Etone College recognises its responsibility to provide all pupils with a broad and balanced curriculum by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Extra-curricular provision for pupils with SEND

Etone College provides various opportunities outside school hours for SEND pupils, including a supported homework club. This information is available to view on the website and is identified on the Extra Curricular Activities leaflet. In addition, access arrangements and staffing of school visits are carefully considered as part of the planning procedure to support SEND pupils.

Support for improving a child's emotional and social development:

At Etone College, all pupils are placed in a House to ensure their pastoral care. Within this pastoral care system, pupils receive support and guidance from a Form Tutor, whom they see each day, and a Head of House, who oversees their holistic care and academic progress. All children, including those with SEND, have the opportunity to join the school council and undertake a range of ambassadorial roles in and around school. Extra pastoral support programs are available for pupils to improve social and emotional development which are provided under Wave 1 and 2 (see appendix). Etone College is a 'telling school' where all pupils are expected, encouraged and supported to report any incidents of concern including bullying.

A graduated response to SEND:

The special educational needs and disability provision at Etone College is designed to help pupils to become independent learners. The school has adopted the model described in the Special Educational Needs and Disability Code of Practice 2014: 0-25 years (last updated May 2015).

There are two levels of intervention: *Waves 1 and 2* (see appendix).

Wave 1: SEND Support

Wave 1 refers to pupils who are still not progressing despite targeted intervention from departments and the pastoral team. Pupils at Wave 1 will have a 'Pupil Strategies' sheet which teachers can access to identify the best ways in which to implement support. Although developed with the help of outside specialists (where necessary), the strategies to support the learning of Wave 1 pupils will be implemented as far as possible in the normal classroom setting. All pupil support is continually reviewed following a graduated response.

Wave 2: Educational, Health and Care Plan (EHCP)

Pupils may not make adequate progress despite the help given through Wave 1. In these circumstances, the SENDCO, in consultation with the pupil, parents/carers and any external agencies already involved, will consider whether to ask the Local Authority to initiate an assessment for an Education Health and Care Plan (EHCP).

Annual review of an EHC Plan:

All pupils with an EHCP will have an annual review of their EHC Plan with either the SENDCO or Assistant SENDCO. Pupils will be monitored through data tracking and interim meetings (face to face or virtual) throughout each year where necessary.

SEND Monitoring:

In addition to the support provided at Wave 1 and Wave 2, Etone also maintain an updated monitoring list. Pupils on the monitoring list may have previously been supported at Wave 1 or 2, and/or have a specific diagnosis or difficulty; however, are making progress without the need for additional support above that provided by their class teachers. These pupils may still access interventions and support shown in the appendix.

Complaints Procedures:

Etone College aims to work in partnership with parents/carers of children with special educational needs and/or disability and thereby avoid disputes. All complaints from parents of pupils with special educational needs and/or disability concerning the provision made at the school will be taken seriously and we will seek to resolve them amicably.

SENDCO Contact Details:

The SENDCO for Etone College is Mrs K Smith. She can be contacted at Etone College, Leicester Road, Nuneaton, CV11 6AA or via the school postbox postbox@etonecollege.co.uk

Helpful Information:

The Local Authority offer can be found on the Warwickshire Local Authority website: <https://www.warwickshire.gov.uk/send>

Warwickshire Schools' Inclusion Charter
<https://api.warwickshire.gov.uk/documents/WCCC-600065477-406>

SENDIAS:

Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

<https://www.kids.org.uk/warwickshire-sendias-front-page>

Appendix: Etone SEND Offer

In accordance with SEND Code of Practice 2014:

“Teachers are responsible and accountable for the progress and development of the pupils in their class”

(Teacher standards 1.5d)

	Targeted Support/Strategies	BOTH
Wave 2: EHCP	<p>Annual Review Meeting</p> <p>Outside Agency involvement as directed in EHCP</p> <p>Targeted LSA support</p> <p>Success Centre Intervention (1:1 or small group) as directed in EHCP</p> <p>Bespoke intervention and adaptations to timetable as per EHCP and professionals’ advice</p> <p>In addition to implementation of all provision outlined within the EHCP.</p>	<p>Enhanced Transition Arrangements</p> <p>Access Arrangements (as necessary)</p> <p>Careers support</p> <p><u>Reading Strategies:</u></p> <p>Reading Buddies,</p> <p>Reading Plus, Fresh Start (Phonics), Lexonix</p> <p>Accelerated Reader (Y7 and Y8)</p> <p>Bedrock Vocabulary (Y7)</p> <p><u>Intervention and Support:</u></p> <p>Memory Magic, Numeracy Ninjas, Talkabout, Friendships, Emotional Regulation, Anger Management, Anxiety, Handwriting (Speed-Up), Spelling (Stareway to Spelling)</p> <p><u>Aids to Learning and Communication</u></p> <p>Coloured overlays, sensory items such as fidgets, wobble boards white boards, reading pens, ear defenders, RAG cards, emoji cards</p> <p><u>Extra Curricular Support:</u></p> <p>See the extracurricular booklet published on the school website</p> <p><u>Outside Agencies:</u></p> <p>Educational Psychologist</p> <p>Specialist Teaching Service</p> <p>Vision and Hearing Services</p> <p>Integrated Disability Service</p> <p>Complex Communication Team</p> <p>Occupational Therapy</p> <p>CAMHS/RISE</p> <p>SENDAR</p> <p>Others as required</p>
Wave 1: SEN Support	<p>Teaching Assistants support in some lessons</p> <p>Small group and individual support as necessary</p> <p>Individual mentoring as required</p> <p>Assessment for Access Arrangements (to include: reader, scribe, additional time, laptop, voice recognition, separate room)</p>	

