



# LINTON VILLAGE COLLEGE

## Special Educational Needs and Disability (SEND) Policy 2022

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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DIRECTOR OF INCLUSION AND SEND
THIS POLICY WAS CONSULTED WITH:	SLT AND FGB
THIS POLICY WAS CONSULTED WITH EXTERNAL UNIONS (HR POLICIES)	
THIS POLICY WAS DISTRIBUTED TO:	

Author: AG  
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## **Ethos**

At Linton Village College, we believe that all students can achieve and make excellent progress, regardless of barriers to learning or special educational needs. Lessons are inclusive and students are taught in mainstream classes where possible and withdrawn only for specialist intervention when necessary. We maintain high expectations of all staff and students and ensure that those students who need additional support are appropriately provided for. Support is reviewed regularly and adjusted to ensure maximum impact. Consistent communication ensures successful working partnerships between staff, students and parents. Furthermore, we take particular care to ensure that SEND students' safety and wellbeing are catered for, acknowledging the fact that, statistically, students with specific learning needs or physical disabilities are more vulnerable in terms of safeguarding (Reference KCSIE 2018).

### **Special Educational Needs – a definition**

At Linton Village College, we consider students with special educational needs to be a student who:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

(Code of Practice 2015)

We consider that students with special educational needs may have a number of different barriers to learning which will sit within the following broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and / or physical needs

(Code of Practice 2015)

English as an Additional Language is not considered to be a special educational need unless there are specific barriers to learning which are not related to the acquisition of the English language. However, specialist provision for English as an Additional Language is provided through the Learning Support Team.

Inappropriate and anti-social behaviour may not always be characteristic of a special educational need. However, some behaviour characteristics may be linked to specific barriers for learning and should be treated as such.

### **How will we know if your child needs extra help?**

When your child first comes to us we use information from:

- primary school teachers with end of Key Stage 2 levels.
- baseline testing, Cognitive Ability Tests and other initial tests in Year 7.
- parents/carers application form information.
- subject teachers.
- specialist colleagues and external agencies.

### **How will you know how your child is doing?**

The College will publish five reports each year which will show current and target levels and report on attitude to learning, behaviour and homework. This information is reviewed and considerations are made for whether specific interventions are needed.

We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- Parents evenings
- Email
- Telephone calls
- Appointments made with individual teachers
- Annual reviews and additional termly meetings for students with an Education Health Care Plan
- Parent Forums

The College provides information for parents through:

- Linton Village College newsletter
- The College website ([www.lvc.org](http://www.lvc.org))
- Open evenings
- Letters home
- Information evenings (Year 6 through to Year 11)
- Individual consultation meetings
- SEND Matters

### **How will we support your child?**

All teachers will be told about your child's individual needs and will endeavour to adapt their lessons to meet these. Teachers have ongoing professional development to support their understanding and skills with supporting student with additional needs. Where there are concerns regarding access to the curriculum, the teacher will complete a SEND referral to the SEND Dept.

Within the College there are a variety of staff roles to help us fully support your child. Most of our students follow a traditional curriculum. However, a small number of learners have a more personalised curriculum to match their individual needs.

We also have an excellent in-house provision called the Henry Morris Centre (HMC) which provides support for open access for all students at break and lunchtime. We also have a Sensory Room within the HMC, for students who need support with their sensory needs.

### **Different types of support at Linton Village College:**

- In class LSA support
- Adapted curriculum
- Differentiated and personalised resources
- Alternative methods of recording
- Counselling
- Emotional well-being Mentors
- Educational Psychologist consultation
- Touch typing programmes
- Homework club
- Examinations Access Arrangements
- Social Skills programme
- Dog Mentor Therapy
- Lexonic Literacy Training
- Lexia Power Up
- Success @ arithmetic

The above list is not exhaustive and may not be offered to all students with Special Educational Needs. Provision is offered as a result of identification and monitoring.

When your child is approaching the start of Key Stage 4, if necessary, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications Exam Regulations. We have a qualified and experienced teacher to assess students for any exam access arrangement.

## **The Local Offer**

We aim to provide parents with information about how we support children's learning in College. Although we have tried to be comprehensive in our information, please do come and talk to us if you wish to discuss any aspect of our Special Educational Needs and Disabilities (SEND) provision. Support can also be found within the Cambridgeshire local offer [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send) .

## **How will your child be included in activities outside the classroom?**

All children in the College are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

## **How will we support your child's wellbeing?**

At Linton Village College we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the College. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff at Linton Village College who are able to provide pastoral support. These include the Support Hub Team, Heads of Year and 8M8s during year 7.

We also have excellent relationships with a number of outside agencies including:

- Children's Services, the Police and the Youth Service
- Early Help Support Workers
- Centre 33

If your child finds lunch or break times difficult, we have an excellent provision called the HMC.

## **The Learning Support Team:**

We employ Learning Support Assistants (LSAs) to support students in class with 1:1 and group work, and also to offer interventions at Form time and during lunchtime. The Learning Support Team comprises a range of experienced Learning Support Assistants who specialise in different subject areas and additional needs.

## **How accessible is our College?**

Students with mobility issues have full access to all parts of the College with the exception of the upper floor of the English & Maths block. A lift provides accessibility to the upper floors of the Science and Technology building.

## **What should you do if you have concerns about my child's progress?**

In the first instance, you should contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively contact Anna Garner, the College's SENCO.

If you feel you want to raise a complaint, the College has a formal complaints policy which can be found on the website.

## **How will we help your child's transition into secondary school and beyond?**

We liaise with our 'feeder' primary schools and provide additional transition support if it is needed. The Learning Support Team meet students and parents of students transferring who may require additional visits. There are two full-day transition days and an additional morning for students who may be anxious regarding transition.

All students receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed, this will be put in place. Bespoke arrangements can be provided with our Post-16 Advisor to support their transition beyond LVC.

Where can you get further information?

- Contact the College on 01223 891233
- Look at the Local Authority SEN Local Offer via the College website: [www.lvc.org](http://www.lvc.org) or [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send)
- Contact Cambridgeshire Parent Partnership on 01223 699214
- Contact Cambridgeshire County Council on 0345 045 5200

The SEND Co-ordinator is Anna Garner and she can be contacted via the College office on 01223 891233 or by email: [agarner@lintonvc.org](mailto:agarner@lintonvc.org).

The Examination Access Arrangements Coordinator is Dr Oliver Marston - Email: [omarston@lintonvc.org](mailto:omarston@lintonvc.org).

The SEND Governor can be contacted via the Clerk to the Governing Body: [tcoston@lintonvc.org](mailto:tcoston@lintonvc.org).