



**EVERTON**  
**FREE SCHOOL &**  
**Football College**

# Special Educational Needs and Disability Policy (Including students with EAL)

**Approved by:** Teaching Learning & Care

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## **Introduction**

At Everton Free School & Football College the education of students with SEN is the responsibility of every member of staff. Everton Free School & Football College aims for all students to achieve their potential in an inclusive institution.

Students with Special Educational Needs (SEN) are entitled to access the whole curriculum and provision will be organised according to individual needs whether they be communication and interaction; cognitive and learning; behaviour; emotional and social development; sensory and or physical. Everton Free School & Football College will review, change, and improve the provision but always provide a curriculum which is broad, balanced and differentiated, and accessible to all students.

## **Related Documents/Resources**

Disability Policy  
Behaviour for Learning Policy  
Child protection Policy  
Safeguarding Policy  
Inclusion and Equality Policy

DfE SEND Code of Practice 0 to 25 years (Jan 2015)

DfE Supporting Children with Medical Conditions (Dec 2015)

## **Roles and Responsibilities**

### Governing Body

Everton Free School & Football College 's Governing Body has important statutory duties towards students with special educational needs. The Governors, with the Principal, will decide Everton Free School & Football College's general policy and approach to meeting students' special educational needs for those with and without Educational Health Care Plans/ Statements. They will also set up appropriate staffing and funding arrangements and oversee the School's work.

In relation to SEN, the Governors will ensure that:

- they are fully involved in developing and monitoring Everton Free School & Football College's SEN Policy.
- all Governors are up to date and knowledgeable about Everton Free School & Football College's SEN provision, including how funding, equipment and personnel resources are deployed.
- Ensure that the school's approach to SEN is documented in the SEN Information Report and that report is published on the school's website and updated at least once a year in accordance with paragraphs 6.79 – 6.83 of the SEND Code of Practice (2015)

### Everton Free School & Sixth Form College Management

The Deputy Principal for Special Educational Needs and Disability will be responsible for the day to day management of the SEN Policy/practice. The Deputy Principal will be interim SENCO for the school and will have regard to the duties and responsibilities set out at paragraph 6.90 of the SEND Code of Practice (2015).

The Deputy Principal for Special Educational Needs and Disability will have responsibility for staff training and development regarding SEN and SEN Policies and will ensure appropriate INSET arrangements are in place to provide annual training on SEN issues.

### **Staff**

Staff are responsible for:

- the provision of high quality teaching to all students
- ensuring the environment, learning materials and classroom strategies support students with special educational needs and work is differentiated
- working with all students who are experiencing difficulty in accessing the curriculum, referring to curriculum, pastoral and SEN advice where appropriate
- monitoring student progress to ensure strategies are appropriate and effective.

### **Policy**

It is the policy of Everton Free School & Football College to identify all students with Special Educational Need and through specialist staff, Everton Free School & Sixth Form College will:

- analyse data for students having learning difficulties and set up programmes of study
- support staff through appropriate INSET
- establish working relationships with students and staff

- work closely with parents/carers
- write and implement meaningful PSP's in partnership with relevant staff, commissioning bodies, parents and students
- organise and conduct reviews
- facilitate the use of appropriate and up to date resources, including the use of ICT and where required assistive technologies
- maintain efficient, accurate records
- where appropriate adopt a multi-agency approach to support students with special educational needs and with students with EAL requirements
- work with other teams within Everton Free School & Football College to raise achievement of students with SEN difficulties.

All students on the SEN register will have individual student files containing all relevant paperwork which will be stored in the SEN secure storage cabinet.

Staff will be provided with copies of Personal Student Profile (PSP's) which will also be made available on staff drive with teaching and learning implications identified for each student. A Register of all students with SEN is kept on the staff drive and all staff are requested to keep a printed copy securely with their planning for constant reference.

### Learning Support

Students need different input to that provided for other students. A PSP will be written and followed by teachers. This will be reviewed termly with parents and students.

### Extra Learning Support

Students may need further action than that provided under Everton Free School & Sixth Form College Action. This action may be provided separately in-class or as part of a group. Additional provision may involve working alongside outside agencies such as speech, language therapists etc. and our Educational Psychologist.

### SEN Statement/Educational Health Care Plans (EHCP)

Students may have a statement or an EHC in which education provision is expressly set out and is delivered by Everton Free School & Football College but resourced by the LA. There is a legal requirement to meet the provision of the statement on the LA but the Free School has an obligation to use best endeavours to make that provision. The SEN statement/EHCP will be formally reviewed annually.

Students, along with their parents/carers, will be encouraged to participate in the development of plans and their subsequent review.

In support of the three intervention strands, Everton Free School & Football College will provide learning support to students with special educational needs in a number of ways, including the following

### **Small Group Support**

Students are given personalised, structured programmes to help accelerate skills. The aim of these lessons is for students to achieve accelerated progress across curriculum subjects though enhanced literacy and numeracy skills. Occasionally there is a need for individual students to work 1:1 as their needs are severe and the level of input needs to be

more intense. In this case the Deputy Principal may designate them a more bespoke timetable.

## **Educational Psychology**

Michael Curtis is the 'on site' Educational Psychologist at Everton Free School & Football College. He has over forty years' experience as an Educational Psychologist working with Local Authority services as well as in private practice. He has a range of experience in working with students who may experience a variety of challenges to their development as learners. He has a particular interest in promoting in students growth in their mental health. Through building emotional resilience and consolidating their psychological well-being. To this end, he aims to apply the principles of Solution Focused Practice and Positive Psychology where students are encouraged to develop their own personal outcomes and to identify and expand their personal qualities and character in overcoming barriers as well as achieving greater psychological development and well-being.

## **Baseline assessment**

On entry to Everton Free School & Football College all students undertake baseline tests. These tests are paper based assessments in English, Maths and Science. In addition students undertake a CATS test which provides us with verbal, qualitative, non-verbal and spacial scores for each student. Additionally there is also a computer based Maths and English reading age assessment and students are retested after 6 months at Everton Free School.

## **Students with English as an Additional Language (EAL)**

Everton Free School & Football College highlights the importance of equality of opportunity. Some students will be from minority ethnic communities and some will have English as an additional language and will be EAL learners.

Teachers and relevant support staff will be equipped to teach EAL learners effectively and supported from local authority professional services. EAL students have specific linguistic needs but these should not be confused with Special Educational Needs (SEN).

Everton Free School & Football College will support EAL students via:

- inductions
- assessment procedures
- strategies for support EAL students.

The following strategies will be implemented:

- clear assessment to inform planning and target setting
- differentiated teaching (including small / individual tutor groups)
- collaborative / paired work with another student
- an inclusive multicultural ethos where difference is celebrated.

Literacy / Reading Recovery programmes will benefit student learning EAL.

The process to determine language or learning needs will be as follows: Everton Free School & Football College will:

- collect background information from commission schools on the student

- conduct a baseline assessment in English, Maths.
- check progress within other national curriculum subjects
- employ supportive teaching strategies and learning strategies
- prepare PSP including cultural needs teaching strategies for EAL students.
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Everton Free School & Football College will assess the progress of students via:

- regular meetings of all those with specific responsibility for SEN
- regular monitoring and assessment of comprehension, reading, spelling and numeracy.

Results of progress reviews will be documented and any plans adjusted. In addition, formal reviews involving students, their parents/carers and other agencies will occur yearly to assess how far the objectives have been met.

With regard to Exam Provision, the Deputy Principal will assess students' for exam provision. After this Everton Free School & Sixth Form College will apply for special exam provision to be allowed in external exams. This can take the form of extra time (25%), scribe, transcript and/or amanuensis. The exam board decides the provision to be allocated dependent upon evidence. Support will be arranged for small groups of students.

## **Students with Disabilities**

### **Disability Equality Duty**

#### **(DED) Definition of Disability**

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities'.

#### **Duty**

The Equality Act 2010 places a general duty on schools towards those with protected characteristics (including disability), which need to have due regard for the following when carrying out their functions:

- promoting equality of opportunity between those with protected characteristics and other people
- eliminating discrimination that is unlawful under the Equality Act
- fostering good relations between different people when carrying out its activities

This is also known as the Public Sector Equality Duty (PSED) and applies to all students, staff and those using services provided by school. .

### **Monitoring**

To meet the Public Sector Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with protected characteristics. The following should be monitored:

- Achievement of students by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

The school meets these needs as staff disability is monitored through a centralised database accessible only to senior management.

Student disabilities are also kept on a centralised database, and these details are updated with any achievements and changes of a regular basis. The information collated within the database is relayed to staff to use in planning. It is also used to ensure any off site risk assessments are fully inclusive.

Once sufficient information on students with disability and achievement is compiled an audit of needs will be completed for each child and this will be recognised on the student ILP.

In relation to disability, the School must also produce and update on a 3 yearly cycle an accessibility plan which will aim to:

- Increase access for disabled pupils to the school curriculum
- Improve access to the physical environment of the school
- Improve delivery of written information to disabled pupils

The plan is set out at annex [A]

### **Additional Implications for Schools**

The role of a school as a service provider

- Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the buildings.

Contact with parents and carers

- When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.
- Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring Transport

- School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

## **Disability and Access for the Disabled**

Everton Free School & Football College will make reasonable adjustments to enable applicants with disabilities to participate fully in recruitment and selection procedures. As far as reasonably possible, disabled employees should be able to play a full and active role in the life of Everton Free School & Football College. All reasonable measures will be taken to retain disabled employees in employment, in consultation with the employee concerned and his/her medical adviser(s). This may include (but is not limited to) provision of specialist equipment and training, job redesign, flexible hours, remote working and/or redeployment to a suitable alternative vacancy. Where appropriate an outside specialist may be consulted with the agreement of the disabled employee.

## **Good Practice**

The following provide good practice on how disability can be promoted in Everton Free School & Football College

- Promoting equality of opportunity between disabled people and other people
  - increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops
  - ensuring that the talents of disabled students are represented accordingly through the Gifts and Talented register.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability
  - monitor incidents of harassment and bullying of disabled students. Encourage students to report and take action against offenders
  - if a number of incidents have been prevalent within a particular mentor group, use mentor time or assembly to investigate and address the issue with all students.
- Promoting positive attitudes towards disabled people
  - use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials
  - celebrate and highlight key events such as Paralympics, Deaf Awareness Week and Learning Disability Week.
- Encouraging participation in public life by disabled people
  - ensure that disabled students are represented and encouraged to participate in class assemblies, plays, events and on the school council.

## **Monitoring, Evaluation and Review**

It is important to monitor the impact of the actions to ensure that progress is being made towards meeting the PSED and to ensure that no adverse impact is occurring as a result of the actions. This should be monitored by Governors and the SENCO.

The Principal will report the effectiveness of all policies as a regular feature of the termly updates to governors. It is expected that governors will challenge the School to ensure policies are relevant, up to date and implemented appropriately and consistently. This reporting will be informed through monitoring and evaluation on a regular basis by the Senior and/or Extended Leadership Team. Views of stakeholders will also be sought through on-going consultation events, questionnaires, team meetings, training and informal discussion. The review of policies will be embedded within the School's self-evaluation process and will be related to the strategic development plans of the School. The review cycle will ensure that every policy is checked at least once in a 2 year period.

The effective monitoring of policies will involve each member of the Senior Leadership Team being allocated specific responsibility for reporting back the monitoring, evaluation and review of certain policies. This policy is allocated to the **Deputy Principal, Claire Lamontagne**.