# SEND Policy

## Contents

## 1. Aims

Our SEND policy aims to:

- Set out how our college will support and make provision for students with special educational needs and disabilities (SEND).

- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools and colleges' responsibilities for students with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' and colleges' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCos) and the SEND information report.

## 3. Definitions

A student has SEND if they have a learning difference or disability which calls for special educational

provision to be made for them. They have a learning difference or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 schools and colleges.

According to the Equality Act 2010, a disability is deemed to be: 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities'.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools and colleges.

## 4. Roles and responsibilities

### The SENCo

The SENCo/Head of Learning Support will:

- Work with the Principal, Assistant Principal: Director of Learning Support and SEND governor to:

Determine the strategic development of the SEND policy and provision in the college.

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.

Advise on the graduated approach to providing SEND support.

Advise on the deployment of the college's delegated budget and other resources to meet students' needs effectively.

Be the point of contact for external agencies, especially the local authority and its support services.

Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned.

Work with the Principal, Assistant Principal: Director of Learning Support and governing body to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Ensure the school keeps the records of all students with SEND up to date.

### The SEND governor

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings.

Monitor the quality and effectiveness of SEND and disability provision within the college and update the governing board on this.

Work with the Director of Learning Support and SENCo to determine the strategic development of the SEND policy and provision in the college.

**The Principal**

The Principal will:

Work with the Assistant Principal: Director of Learning Support SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the college.

Have overall responsibility for the provision and progress of learners with SEND.

**Assistant Principal: Director of Learning Support**

The Assistant Principal: Director of Learning Support will have responsibility for the line management of the Head of Learning Support/SENCo.

**Class teachers**

Each class teacher is responsible for:

The progress and development of every student in their class.

Working closely with any in-class learning support assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Working with the SENCo to review each student's progress and development and decide on any changes to provision.

Ensuring they follow this SEND policy.


**5. SEND information report**

**The kinds of SEND that are provided for**

Our college currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition (ASC), speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy,

**Identifying students with SEND and assessing their needs**

Students with an Education Health and Care Plan (EHCP) from a local authority are encouraged to declare their need upon application or via their local authority through an official consultation. Students will be interviewed by a member of the admissions

and/ or Learning Support team and a meeting regarding support will take place in the summer term previous to entry to Colchester Sixth Form College. In the case of a late entry where no local authority consultation has taken place, local authorities are contacted so that the EHCP can be amended to indicate that Colchester Sixth Form College is the chosen placement for the student.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the student's previous rate of progress;
- Fails to close the attainment gap between the student and their peers;
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**Support is delivered in three stages:**

**Stage 1:** Differentiated learning through Quality First Teaching by the subject teacher. The student is monitored over the first half term. If the student is still experiencing difficulties and is not making progress, she/he is then place on stage 2 support.

**Stage 2:** Subject tutor identifies a student that is struggling on their course, despite class teacher differentiation. Subject tutor will discuss concerns with the student and other relevant members of staff) which could include Head of Dept, Personal Tutor, Senior Tutor and SENCo). Strategies will be trialled and reflected upon.

**Stage 3**: Referral to the Learning Support Department for potential assessment and support.

The college has a policy of not withdrawing students from their lessons, therefore, all individual specialist support sessions take place in the student's non-contact periods. Additionally, some students may have in-class support with a Learning Support Assistant and/or attend small group workshops.

If the student has an EHCP, wherever possible, the Head of Learning Support (SENCo) will attend the last annual review at the secondary school before coming to the college. An additional informal meeting with the student, parent/guardian and the SENCo takes place in the summer term (usually at pre-induction). At the meeting a history of support is taken along with information from the EHCP and an assessment of required support is discussed. A One Plan detailing areas of need and supportive strategies will be made and an application for funding will be made to the Local Authority.

Students with an EHCP also have an annual review at the college with the SENCo.

**Consulting and involving students and parents/guardians**

As a post 16 institution, it is the aim of the Learning Support Department to empower students to become confident and autonomous young adults who are independent learners ready to face the world of work or higher education.

For support, this means that the student's voice comes first. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the student's wishes and needs.
- We consider the parents'/ guardians' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.

For students with complex needs, both with and without an EHCP, a One Plan will be drawn up in conjunction with the student and parent/carer which will lay out the support needed in subjects. These will be sent to the students tutors and reviewed termly.

**Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review using the Essex One Planning approach.

The subject teacher will work with the SENCo to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The student's own views.
- The views and experience of the parents/guardians.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs via the students One Plan.

For all high needs' students, monitoring/tracking notes are completed for every 1:1 support and in-class support lesson.

**Supporting students moving into HE / FE or employment and preparing for adulthood**

All students receive support in preparation for employment or progression to higher education. For those students applying to higher education, the careers department will advise and support the transition to HE.

Learning Support staff will attend annual review meetings in the first and second years for every student with an EHCP or supported student who requests staff attendance, and help with UCAS applications is given.

Future plans are discussed with students at each One Plan review, at parents' evenings and EHCP annual reviews. Annual reviews and yearly One Plan reviews are attended by a Preparing for Adulthood Advisor who can support the transition to HE or an apprenticeship programme.

**Our approach to teaching students with SEND**

The Learning Support department concentrates on delivering a holistic, multi-disciplinary approach when supporting students with SEND that addresses the educational and psycho-social development of students and their well-being, whilst nurturing the college principles of respect, integrity and feeling valued.

Support is centred around the young person, is tailor-made and includes close liaison with parents/guardians (where appropriate), college staff and external agencies.

All HLN students that are new to the college are given an induction session with a keyworker and where appropriate part of the support programme for the autumn term is based on the successful transition into the sixth form college environment.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- subject tutor support.
- 1:1 and small group specialist support (for qualifying students).
- In-class support with an LSA (for qualifying students).
- 1-1 support with a member of the LS team during a non-contact period (bookable)
- Access arrangements for public examinations (where needed and assessed for).
- Access to the Welfare Hub for all students
- Specific SEMH and MH support from the WARMS team (for those that meet criteria).

**Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, giving handouts before the lesson, sensory breaks etc.

**Additional support for learning**

Individual support is carried out by a team of experienced staff. For students who have other support needs, staff receive training from external specialist agencies, for example, EWMHS / Specialist Teachers for VI and HI / ECC Inclusion Partners / Educational psychologists.

**Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Measuring and reviewing students' individual progress towards their goals each term via the One Planning system and through college reviews held in November, January and July.
- Departmental observations.
- Using student questionnaires.
- Monitoring by the SENCo.
- Holding annual reviews for students with EHC plans.
- End of year departmental self-assessment report, student results and case studies (Pastoral report).

**Enabling students with SEND to engage in activities available to those in the college who do not have SEND**

All of our extra-curricular activities and school visits are available to our students if they can safely participate, including any after-college clubs that may be offered.

All students are encouraged to go on college trips, if they can safely participate.

All students are encouraged to take part in college special events.

- Students are encouraged to declare if they have a learning difference, disability, mental health condition or medical condition on the application form. A member of the senior staff team will interview the student to ensure that the correct support can be put in place. Upon application, students are also asked whether they or their parent/ guardian will require any assistance at the interview.

- Throughout the year, students are given the opportunity to declare a learning difference or disability via their personal or subject tutor. They may also come and see the Head of Learning Support in No.58.

- The college endeavours to provide the maximum amount of support to a student (subject to funding restrictions) if they so wish and each case is considered individually. There is also an Equality, Diversity and Inclusion policy that identifies ways to enhance the inclusive and equitable ethos of the college.

- The college is equipped with lifts and ramps for those with limited mobility and/or wheelchair users. There are accessible bathrooms available.

- All staff receive safeguarding training at the beginning of the academic year. Any staff employed through the year receive training within 2 weeks.

- All staff receive training in the Prevent Duty and complete an online training course.

- All students are attached to tutor groups and have taught lessons on safeguarding topics, Prevent and British Values.

- Colchester Sixth Form College has a robust pastoral structure with welfare and safeguarding at the heart of the college's work.

The college promotes equality, diversity and inclusion.

## Support for improving emotional and social development

The college provides support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the college council.
- Students with SEND are also encouraged to be part of college workshops, additional studies offered and tutorial activities to promote teamwork/building friendships etc.
- The Welfare team and college counsellors are available to speak with students.
- The Learning Support department works closely with the Student Welfare and Safeguarding team.
- The college has a zero-tolerance approach to bullying.

## Working with other agencies

The Head of Learning Support/SENCo is the first point of contact for liaison with external agencies. The department works with various local agencies within Essex.

Whenever necessary, staff receive training from external specialist agencies, for example, hoist training for wheelchair users.

## Complaints about SEND provision

Complaints about SEND provision in our college should be made to the Head of Learning Support (SENCo) in the first instance. They will then be referred to the college's complaints policy.

## Accessibility

See Accessibility Policy

**Monitoring arrangements of the SEND Policy and Information Report**

This policy and information report will be reviewed by Sarah Prince every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the principal and the governing board.


**Links with other policies and documents**

This policy links to our policies on:

- Equality information and objectives
- Supporting students with medical conditions
- Safeguarding policy
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**Useful websites:**

http://www.dyslexiaaction.org.uk

http://www.autism.org.uk

https://www.adhdfoundation.org.uk

http://www.adhd.org.uk

https://rnib.org.uk

http://www.deaf-first.org.uk

https://www.mind.org.uk

http://bemindful.co.uk

http://www.nasen.org.uk

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