

# SEND Information Report



## Policy Information

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Person responsible for review	Toni Johnson – SENDco

## Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We are a Sixth Form College, part of the Nova Education Trust. We value the abilities and achievements of all of our students and are committed to providing the best possible environment for learning for each student. The aim for all of our students is inclusion, ensuring that they have access to a broad and balanced post 16 education within school and assimilation into the community outside school. We know that many students will have special educational needs at some time during their school life. We recognise that appropriate support and intervention through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

## 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' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

## Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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

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.

## Roles and responsibilities

### The SENCO

The SENCO is Toni Johnson.

They will:

- Work with the Head of College and SEND Link Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- › Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND Link Governor**

The SEND Link Governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **The Head of College**

The Head of College will:

- › Work with the SENCO and SENS Link governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Subject teachers**

Each subject teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants 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 pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

## **SEND information report**

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

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

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **Identifying pupils with SEND and assessing their needs**

All students must meet the entry criteria set out in our Admissions Policy. Students submit their GCSE results at registrations stage, these results are used as a starting point to set predicted outcomes in line with national expectations as well as individual aspirational targets. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 pupil and their parents. 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.

## **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

## **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The college takes transition seriously to ensure the needs of new students are met. This starts towards the end of year 10 and thorough year 11. Positive working relationships have been established between the common feeder schools which allows information to pass easily to support transition. Students along with their parents and carers are encouraged to visit the college to familiarize themselves with the setting and to support their transition. This is offered multiple times and based on need. Induction is comprehensive and individual to each student.

The majority of our students will move towards university or a higher apprenticeship. Careers support for their transition into adulthood is comprehensive and tailored to the student's needs. Universities and courses re identified that will suit the student. Students are actively encouraged to visit the universities to get a feel for the SEN provision offered. Students are provided with careers interviews and guidance and support in preparing personal statements, CV's and interview skills. Guidance is also given in finding courses and / or apprenticeships.

## **Our approach to teaching pupils with SEN**

Every effort will be made to educate pupils with SEND alongside their peers in a fully inclusive classroom setting.

Subject teachers are expected to use strategies and techniques associated with high quality first teaching, and differentiate to match individual needs. Our KS5 curriculum offers a range of vocational qualifications alongside A Levels. In addition, one to one mentoring is also available for students that need further support. Alongside academic support there is also the opportunity for students to have access to onsite counselling. External therapists will be consulted as needed for support and advice and may wish to observe the pupil in class. Parents/carers will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share any relevant information and knowledge with the SENDCO at the school. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. For those with an EHCP plan they will also be included as provision in section F.

We will also provide the following interventions:

- Access to the learning support hub
- Independent study support
- Access to quiet spaces and strategies to support regulation
- Referral to external services where needed such as Educational Psychology, Occupational Therapy, Speech and Language Therapy
- Support and intervention programmes delivered by the Mental Health Support Team for Leicestershire.
- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing pupil profiles, medical reports and sending regular personalised updates on key pupils.
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Using in-class provisions and LSA support effectively to ensure that the curriculum is differentiated where necessary.
- Implementing individual access arrangements for informal and external examinations

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' 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, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Expertise and training of staff**

Our SENCO has experience working in learning support. They are allocated 30 hours a week over 5 days to manage SEN provision.

We employ learning support staff on a needs basis when identified as provision in an EHCP. Students who do not have an EHCP can access the learning support hub which is run by our Learning Support Co-Ordinator. Our Learning Support Co-Ordinator also holds a Level 7 CPT3a -Certificate in Psychometric Testing Assessment and Access Arrangements.

We use specialist external staff for Mental Health support, Occupational Therapy, Education Psychology, Speech and Language Therapy, and Counselling.

## **Securing equipment and facilities**

All pupils with SEND will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). This funding is used towards their placements costs and reasonable adjustments. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The SENDCO and the Headteacher will allocate the funding in the best way they believe necessary to support individual student's needs. This may include:

- Learning Support Assistant allocated to support within the classroom, one to one or as part of a small group
- Learning Support Assistant allocated to support outside the classroom, one to one or as part of a small group
- Assistive technology
- Alternative Provision
- Intervention packages
- Staff training
- Specialist bought in staff eg: sensory specialists

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) where relevant to their courses.

All pupils are encouraged to take part in school wide events such as fundraising activities, celebrations and music/drama activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils:
  - All pupils whose education, health and care (EHC) plans name the school will be considered for admission where they meet our entry criteria and specific grade requirements for the chosen courses.
  - Any of your oversubscription criteria that prioritise pupils with disabilities
  - An explanation of how your oversubscription criteria avoid unfairly disadvantaging pupils with a disability
- We have a modern building constructed in 2010. There are six allocated disabled car parking spaces at the closest point to the building. There are dropped kerbs at all access and crossing points. Entrance and exit door thresholds are single level with no steps. We have 4 disabled toileting facilities for pupils across both ground and first floor. We have a passenger lift to enable access to the first floor. In the event of the need to evacuate, the lift will be deactivated and therefore we have evacuation

aids at the top of both emergency exit stairwells. All classrooms are accessible to students with door widths meeting the required standards to support wheel chair users.

- Our Accessibility plan is available on the statutory information page of our website [www.mv16.org.uk](http://www.mv16.org.uk) which gives contains details of:
  - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improving the availability of accessible information to disabled pupils

## **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part the range of wider school activities we offer to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

## **Working with other agencies**

The college has links with external support services in order to fully support our SEND pupils and aid school inclusion. The following services will be involved as and when is necessary:

- Educational Psychology Service
- School nurse
- CAMHS - CASY counselling
- Community Paediatrician
- Occupational Health
- Speech and Language Therapy
- Leicestershire and Rutland Mental Health Support Team
- Early Help Unit
- Sensory Impairment Service – vision and hearing impaired

## **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the Trust's complaints policy. A copy of this policy is available on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **Contact details of support services for parents of pupils with SEN**

Leicestershire SEND Information Advice & Support Service - LEICESTERSHIRE COUNTY COUNCIL

Family support and information services, Parent partnerships, Parent partnerships

Website: <http://www.leics.gov.uk/parents>

## **Contact details for raising concerns**

Ms T Johnson Tel: 01664 504750

## The local authority local offer

Our local authority's local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

## Monitoring arrangements

This policy and information report will be reviewed by the Head of College **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical needs policy