Barton Peveril Sixth Form College

SEND Policy

Author:	Vice Principal (Quality and Teacher Development)	To be approved by Corporation	December 2021	Review:	September 2026

1. Aim

The College's mission is to be 'A strong community in which each individual is committed to the highest standards of effort, achievement and ambition'. The college aspires to be outstanding in all that it does. It is committed to the continuous improvement of the quality of the teaching and learning available to its students and to the systems and other services which underpin these.

The College aims to empower learners with Special Educational Needs and Disabilities (SEND) to experiment with strategies and assistive technologies to reduce learning barriers, promote independence, maximise their performance and fulfill their potential both at college and beyond.

2. Purpose

The SEND Policy serves to outline the college's commitment to its statutory and funding duties, the college's objectives and the key roles and responsibilities of those involved in providing for students with SEND.

It should be read in conjunction with the annual Information Report that sets out how the college will support and make provision for SEND students and the annual Accessibility Plan that shows how the college is working to improve access to the curriculum, premises and information delivery.

All three documents will be published on the college's website and should be read in conjunction with the College's Equality, Diversity and Inclusivity Policy and Exam Access Arrangements Policy.

3. Legislation and guidance

The SEND Policy, the Information Report and Accessibility Plan are informed by Special Educational Needs and Disability (SEND) Code of Practice: 0-25 and the following legislation:

Equality Act 2010

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 school and college's responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

3.1 Equality Act 2010

The Equality Act 2010 sets out the legal obligations that post-16 institutions have towards disabled children and young people. In accordance with it, the college

- Will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Will not discriminate for a reason arising in consequence of a child or young person's disability
- Will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

and in accordance with the public sector equality duty, the college

- Will when carrying out their functions have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people
- Will publish information to demonstrate their compliance with this general duty
- Will prepare and publish objectives to achieve the core aims of the general duty.
- Will make reasonable adjustments to procedures, criteria, practices, and reasonable physical alterations and by the provision of auxiliary aids and services

3.2 Children and Families Act 2014

Sixth form colleges approved under Section 41 of the Children and Families Act 2014 have specific statutory duties. In accordance with these, the college

- Will cooperate with the local authority on arrangements for children and young people with SEND
- Will admit a young person if the college is named in an Education Health and Care (EHC) plan unless following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEND, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others
- Will have regard to the Code of Practice
- Will use its best endeavours to secure the special educational provision that the young persons needs whether or not the students have EHC plans.

3.3 Funding Agreement

In accordance with its funding agreements the college will secure access to independent careers guidance for all students up to and including age 18 and for 19- to 25-year-olds with EHC plans.

3.4 Special Educational Needs and Disability (SEND) Code of Practice

The Special Educational Needs and Disability Code of Practice 0-25 provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

Whenever making decisions, the governing body and senior leadership team will have due regard to the Code of Practice in order to fulfill their statutory duties towards students with SEN or disabilities so the college is able to demonstrate in its arrangements they are fulfilling their statutory duties.

4. Definitions

The Special Educational Needs and Disability Code of Practice 0-25 (2014) states ‘A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them’ and defines a young person as having learning differences if they:

- have a significantly greater difficulty in learning than the majority of students of the same age

or

- have a disability that prevents or hinders the child from making the use of facilities of a kind generally provided for others of the same age in mainstream schools and colleges

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 or colleges.

5. Policy Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.

2. To identify and put in place appropriate provision for students who have SEND and additional needs

3. To operate a whole college approach to the management and provision of support for SEND that takes into account all of a students needs

4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this

5. To provide an appropriately qualified and experienced Director of Learning Support in post who can ensure that the SEND Policy is put into practice.

6. To ensure everyone concerned is clear about their role in developing the college's inclusive approach and how they contribute to students' learning and progress.

7. To provide support, advice and training for all staff working with SEND students

6. Key roles and responsibilities

The key roles and responsibilities are outlined below:

6.1 Vice Principal (Quality and Teacher Development)

- To keep the governing body informed about the special educational needs provision made by the college
- To monitor and report on the performance, progress and progression of students with SEND
- To work with the Director of Learning Support to determine the strategic development of the SEND policy and staff training needs and to ensure and assure the quality of provision

6.2 Director of Learning Support

- To manage the provision of high-quality learning support for learners with specific learning differences or disabilities, adding value to their academic achievements and wider experience, promoting and facilitating inclusivity and preparing them for their futures

6.3 High Needs Co-ordinator

- To manage the transition of students with EHC plans from school to college including interviewing, attending reviews, liaising with local authorities, feeder schools, educational psychologists, parents and students, implementing transition arrangements and arranging Specialist Teacher Advisors visits.
- To ensure reasonable adjustments are made, access arrangements are in place, all are fully aware of the EHC plan and that the recommended strategies identified are used to meet individual needs inside and outside the classroom
- To identify and encourage learners to trail different strategies and assistive technologies to help them reduce their learning barriers

- To carry out 1:1s to monitor and review academic progress and progress against social and personal development targets
- To support student applications for university, apprenticeships or employment and the Disabled Student Allowance (DSA).

6.4 Learning Support Assistants

- To offer in-class support taking positive steps to experiment with high needs learners on how best to support them in the classroom
- To work closely with learners and their teachers to ensure the most appropriate support and assistance is given
- To encourage learners to utilise strategies and assistive technologies to help lower learning barriers, increase access to learning and materials and maximise their potential
- To work with learners to develop their wider skills and independence

6.5 Learning Support Subject Leader and Teachers

- To introduce students with declared learning differences and access arrangements to a range of strategies and assistive technologies.
- To identify, trial and review with them new and innovative ways of working to help reduce their learning barriers, increase independence and maximise their potential
- To use histories and access assessment feedback to inform planning and Individual Learning Plans including the most effective use of their individual examination arrangements
- To work closely with each learner monitoring progress and reviewing interventions, approaches and strategies

6.6 Curriculum Directors, Subject Leaders and Teachers

- To monitor and be accountable for the progress and development of students with SEND in their classes and courses.
- To utilize strategies recommended for different special educational needs or disabilities to make the curriculum, teaching and learning more accessible
- To encourage learners to experiment with assistive technologies and personal strategies to reduce or manage their learning barriers so they become the normal way of working
- To draw on the expertise of the Learning Support team
- To work closely with Learning Support Assistants in supporting high needs learners

6.7 Learners

- To attend and participate in their timetabled Study Skills sessions

- To experiment with recommended strategies to help reduce their learning barriers and develop their independence in preparation for university or employment
- To utilise exam access arrangements
- To contribute to student voice activities so that the Department can further develop its provision to meet the needs of all learners

6.8 Examinations Manager

- To ensure access arrangements are approved by JCQ and are in place

6.9 Support Managers and Staff

- To be always cognisant of students with SENDs needs in delivering, assessing and improving the services they provide
- To engage actively with learners and use learner voice to ensure that their needs are being met

6.10 All staff

- To ensure they work in accordance with this policy
- To ensure any harassment, discrimination or bullying is not tolerated and reported to the college's Child Protection Officer
- To ensure students with SEND are treated with dignity and respect

7. Monitoring

The VP (Quality and Teacher Development) will monitor and report to the Standards Committee within the SAR Monitoring Reports on the performance and progress of students with SEND relative to their peers, in particular

- Attendance
- Enrolment retention
- Achievement
- Value added
- Qxtra and Trip Participation
- Student Voice
- Progression

8 Accountability

The quality of provision for learners with high needs and with special educational needs and/or disabilities (SEND) will always be considered during an inspection.

Inspectors will consider the extent to which leaders, managers and governors use the funding for learners with high needs so that their individual learning programmes challenge learners to: develop their independence; improve their communication skills; make relevant personal choices and decisions; and prepare themselves for adult life.

To this end, the Learning Support self assessment review of high needs provision, will be based on the Ofsted criteria, namely

a) Participation in good-quality and individually tailored learning programmes
b) Quality and effective use of learning resources, including assistive technology and online/remote learning resources in supporting learners to overcome their barriers to achieving their challenging learning goals
c) The procedures for recognising and recording learners' progress and achievement
d) Staff qualifications and expertise in supporting learners or specific groups of learners
e) The coordination of all specialist support, including speech and language development, behaviour management, occupational therapy and physiotherapy, so that learners develop the skills they need
f) How well leaders and teachers promote high expectations for their achievement and progress
g) How well learners make progress and achieve, compared with all learners on the same programme.
h) Skill development, work experience and participation in their local communities
i) The arrangements for safeguarding learners are appropriate and effective.
j) The information, advice, guidance and support to achieve their next steps
k) The progress to positive destinations and/or to greater independence in their everyday lives

9. Review

The SEND Policy will be reviewed by the Senior Leadership Team and approved by the Corporation every five years with any significant changes being referred to the Standards, Curriculum and Learning Committee.