Barton Peveril Sixth Form College

SEND INFORMATION REPORT

Author:	Amanda Wood VP Quality & Teacher Development	Approved:	Oct 2024	Review:	Sept 2025

1. Purpose

The SEND Information report is updated annually and includes information on how the college identifies, assesses and makes provision for students with Special Educational Needs and Disabilities. It should be read in conjunction with the College's SEND Policy and Annual Accessibility Plan.

2. Provision

The College currently provides additional support for a range of needs including:

- Communication and interaction, for example, autistic spectrum, 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

As well as underlying learning differences that are not fully diagnosed but are sufficient to qualify for examination access arrangements.

3. Curriculum

All learners attend mainstream classes with their peers. Course details and entry requirements can be found on the College website. Students and parents may also request a printed prospectus by contacting the College directly on 02380 367200.

Three Open Events a year give prospective students and their parents an opportunity to visit the College and subject departments and discuss individual learning needs with members of the Student Support team. In addition, the College offers Year 10 and 11 Taster Days during which students attend the College and visit subjects they are interested in studying.

4. Applications

Applications are welcome from students who may have a physical or learning difference, a medical condition and/or mental health issue. All learners are treated equally with regards to race, economic or social background, gender, transgender, pregnancy, parenting, marital status, age, religion or belief, disability or sexual orientation.

5. Identifying Students with SEND and assessing their needs

Every effort is made to ensure that the support needs are identified at the earliest opportunity to ensure that appropriate support is in place.

5.1 Pre-entry

Students are actively encouraged to disclose a learning difference, disability or medical condition on the college application form. The more information we have during the application process the better we can plan the necessary support when a student enrols at college.

Students have other opportunities to disclose a learning difference:

- At their pre-entry interview
- During the enrolment process
- During individual meetings with Student Progress Advisers, teachers, or tutors once they are at college

Students who declare a need at application stage will be contacted by the Student Support team during the Summer term of Year 11. During this process, additional transition information can be gathered from the applicant e.g details of preferred ways of working, required reasonable adjustments and, where requested, enhanced transition visits accommodated.

School referrals are encouraged and facilitated through very close working relationships with School Special Educational Needs Coordinators (SENCOs) and Year 11 Heads.

Parental contact about specific support needs of learners is encouraged. It is vital for learners and parents to disclose on application the nature of the learning difference or mobility impairment. Learners with an EHC plan have their names passed on to Student Support during Year 11. To aid the transition of students with EHC plans, the Director of Student Support or High Needs Co-ordinator aims to attend Year 11 annual reviews to discuss transition plans, interview each student on application, and on enrolment.

In addition, students with EHC plans are invited into college in June for a transition day prior to the Summer Taster Days. This affords a further opportunity to meet the Student Support team and familiarise themselves with the site and facilities, and helps ensure appropriate support is in place.

In every case, further information is actively sought at the earliest opportunity from the school and family to ensure the department has a historical record of need so that appropriate access arrangements and support are put in place.

5.2 On entry

Those who, on application, have declared a learning difference or disability and/or exam access arrangements can enrol into the weekly Learning Support group sessions. These sessions allow learning support teachers and students to share and experiment with strategies and a host of assistive technologies to promote independence and help reduce learning barriers. Sessions include Time Management and Organisation, Attention and Concentration, and Enhancing Literacy Skills.

Once enrolled, the college contacts each student's previous school to obtain copies of any previous assessment reports and JCQ Form 8's, Form 9's, and statements of previously approved exam access arrangements. Parents/guardians are asked to forward original copies of any information and reports to the college as early as possible.

Student Support creates Individual Learning Plans in discussion with students with a declared learning need and/or disability. This gives subject teachers and tutors details of the student's learning profile, classroom requirements, exam access arrangements, and recommended technologies and strategies.

5.3 On Programme Referrals

Any student struggling in a particular subject is always encouraged to talk to their teacher, tutor or Student Progress Advisor.

Teachers, tutors, parents or students are able to make a referral during the academic year, if they are concerned about progress being made and feel additional support or assessment may be needed.

When a referral is received, a Learning Support Teacher will meet with the student and discuss strategies and ways the department may be able to help. They will gather evidence from their teachers and tutors, which may then also lead to exam access arrangement testing. The assessments are carried out using tests recognised by JCQ and a JCQ Form 8 or Form 9 completed. If

eligible, arrangements may include extra time, word processing, rest breaks, a reader, scribe or prompter.

In addition, the Learning Support Teacher will complete a Learning Profile with their students, agree targets and relevant strategies to trial that are shared with all the student's subject teachers. This will include advice for classroom differentiation and what further support the student may find useful.

5.4 Enrolment and Timetabling

Learners with EHC Plans

Prior to enrolment, learners with EHC plans are invited, with their parents, into the college to familiarise themselves with the college and the department and discuss their needs and support.

The Student Support Department manages enrolment and timetabling to ensure that appropriate information, advice and guidance is given, support agreed, and appropriate in-class learning support allocated in addition to a weekly learning support session.

Bespoke timetables are offered to students with specific mobility and/or health care needs e.g. Physical Disability, to limit trapped time and to provide rest breaks.

Every student at Barton Peveril College with an EHCP has a 'Team Around the Learner' (TAL). The TAL works collaboratively with the student to support them with their academic progress, physical and mental health and wellbeing, as well as preparing them for adulthood.
The TAL consists of:

- Teachers
- Learning Support Assistants (if applicable)
- Tutor
- Learning Support Teacher
- Student Progress Adviser
- Careers Adviser
- Health and Wellbeing Keyworker
- College Nurse (if applicable)

Progress against EHCP outcomes will be reviewed three times per year by the TAL

- 2 x termly reviews, plus the formal Annual Review Meeting
- 2 x termly reviews will be completed by the TAL and shared with parents/guardians

Democratic partnerships and the 'Student Voice' is important to us and a vital part of our person-centred approach. We collect student views on a termly basis. Termly SMART targets will be created by the TAL and agreed collaboratively between appropriate staff and the student during 'Investing in My Future' sessions.

As young people prepare for adulthood, EHCP outcomes should reflect their ambitions, which could include higher education, employment, independent living, and community inclusion/participation in society. In response to this, students with an EHCP are enrolled into a weekly session entitled 'Investing in My Future'. This mandatory session enables the college to thoroughly support and prepare them for achieving the outcomes layed out in their EHCP and for young adulthood. Through these weekly sessions they will receive support from our specialist support teams within the college including: specialist advice from our Learning Support Teachers, 1:1 support and a bespoke programme from our Careers team, Health and Wellbeing advice and support from our in-house Mental Health Practitioner, Emotional Literacy Support Assistants, Counsellors, and the Nursing team.

<u>Non-EHCP Learners</u>

All learners with known diagnosed learning differences e.g. Dyslexia, Dyspraxia, Autism and/or access arrangements can enrol into the weekly Learning Support group sessions. This facilitates support and guidance from the Learning Support Teacher, ongoing reviews, and exam access arrangement testing, if needed. Sessions include:

- Time Management and Organisation
- Attention and Concentration
- Enhancing Literacy Skills for Level 3 Study

6. Providing appropriate support

The Student Support Department located on the ground floor of the Chestnut Building operates an open door policy for all learners.

Support offered to students with SEND will be based upon need. The level of need is assessed by:

- the information provided on an EHC plan
- the history of support offered
- recommendations of Educational Psychologists or Specialist Teachers
- information provided by the school, parent, or learner
- outcomes of diagnostic assessments
- teacher observation or learning support assistant observations

On enrolment we will have an early discussion with each student with an EHC plan and their parents to make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record

Reasonable adjustments and access arrangements are considered as part of SEND planning and review. All learners with SEND are helped through Learning Support sessions to develop their independence, to manage and/or reduce their learning barriers through -

- developing their organisational skills
- trialling recommended strategies to access learning
- using assistive technologies
- working on their literacy and/or numeracy skills
- revision strategies and examination technique

Depending on an individual's EHC plan, additional interventions might include:

- 1:1 in class support
- Assistive Technologies
- Auxiliary equipment, for example Chromebook, coloured overlays
- Small group support
- On site pick up and drop off support
- Supervised study period support
- Personal care support (hoist system available)
- Assistance with feeding
- Mobility assistance

Depending on the EHC plan, the department may also draw on expertise from relevant agencies such as Hampshire Educational Psychology and Specialist Teacher Advisory Service.

7. Monitoring Progress

Learning support teachers have 1:1s meetings with all learners in learning support sessions to discuss individual learning plans and/or classroom strategies. EHC plan outcomes are also regularly reviewed and action plans developed with each of these learners.

Students discuss their progress in 1:1s with their subject teacher. Parents' evenings offer students and parents an opportunity to meet with their teachers.

Student administrative/assessment files are retained within the Student Support Department. This may include details from pre-entry (the application form), learner agreement/consent forms, assessment reports and access arrangement reports.

The views of the students receiving Learning Support are sought during an annual evaluation process. The results of this evaluation help to form the basis for continued improvement of the support provided.

Students with an EHC plan are reviewed regularly and reports are available for the appropriate Local Authorities to view in line with present statutory regulations. This focuses specifically on the next steps for students and the support they need to prepare for transition from college. An Annual review is held with every student who has an EHC plan.

8. Assessing and reviewing student's progress towards outcomes

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

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
This will draw on:

- Their previous progress and attainment or behaviour
- The teacher's assessment and experience of the student
- The individual' development in comparison to their peers and national data

- The student's own views
- The views and experience of parents
- Advice from external support services, if relevant
- The assessment will be reviewed regularly

9. Supporting students moving between phases and preparing for adulthood

The college is ambitious for young people with SEND, whatever their needs and whatever their level of study. We focus on supporting young people so they can progress and reach positive destinations in adult life.

The Student Support Department actively encourages learners to take up enrichment opportunities. The college's Qxtra options aim to help learners to develop their skills and interests, maintain their health and well being, give back to the community and support their future plans.

All stakeholders are invited to Annual Reviews for those with EHC plans. Preparing for adulthood is discussed at each review with actions agreed to support the learner with their aspirations.

The Student Support Department works closely with the Careers Team to ensure learners with EHC plans are offered targeted independent careers guidance, develop employability skills, and are helped to source either internal or external work experience opportunities. Students are supported through the transition process to either Higher Education (HE), apprenticeships or employment. Students progressing to HE are given advice and support with applying for the Disabled Students Allowance (DSA).

The college will share information with the higher education provider they are moving to. We will agree with students which information will be shared as part of this.

10. Our approach to teaching students with SEND

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. To facilitate differentiation, teachers have access to information about students' declared learning needs and disabilities, access arrangements and strategies.

11. Adaptations to the curriculum and learning environment

All the College PC's and Chromebooks have 'Read & Write' installed on them and learners are able to add this to their own devices. Read & Write is a literacy support tool which offers help for everyday tasks such as reading text aloud, understanding unfamiliar words, and proofreading written work. Students who are entitled to use a reader in exams are encouraged to use Read & Write as it increases independence.

EHC plans guide the provision of auxiliary equipment including Chromebooks, laptops, tablets, dictaphones, personal care equipment, and physiotherapy equipment, and is assessed by working closely with the student, their parents, their school and other health care professionals where appropriate, along with using previous reports and testing information.

The purchasing of auxiliary equipment for high need students is done in conjunction with the local authority, who will make decisions about funding. Decisions about providing auxiliary equipment will be communicated with the student before courses commence. Use of auxiliary equipment will be reviewed regularly.

IT equipment, hardware and software will be loaned to students on an annual basis by the IT department and in conjunction with their loan policy.

The College maintains an Accessibility Plan to assure the curriculum, premises and information are accessible and to look for ways to continually improve access.

Personal Emergency Evacuation Plans are agreed with the student and provided for all students who require one.

12. Exam Access Arrangements

A. The Joint Council for Qualifications (JCQ) regulations are followed:

a. Original signed and dated Form 8 (sections A, B and C) are sought from schools to establish whether approved arrangements can be carried over or further testing is needed

b. Teachers confirm and evidence that the student continues to have persistent and significant difficulties and is disabled within the meaning of the Equality Act 2010
c. Students are retested if an original Form 8 has not been received or evidence of potential needs emerge
d. Medical evidence is sought to allow the Director of Student Support and the Access Arrangements Coordinator to determine whether exam rest breaks and room alone could be approved

B. Access arrangements identified and requested are provided based on individual needs and in accordance with each specification's rules and regulations.
C. Teachers can make new referrals to Student Support if individuals have persistent and significant difficulties.
D. Guidance and support is given on how best to use the exam access arrangements.
E. The Director of Student Support works closely with the Access Arrangements Coordinator and the Exams Department to ensure these access arrangements are in place.

Examination access arrangements for eligible students may include a scribe, reader, computer reader, reader pens, prompters, rest breaks, extra time, word processor, coloured papers or overlays. Students who are entitled to use a scribe for exams and who are unable to word process will have access to a scribe.

13. Expertise and Staff Training

The Director of Student Support and Learning Support tutors are qualified teachers. In addition staff are qualified in access arrangement testing and regularly attend national conferences and courses. The Director of Student Support also possesses the NASENCO qualification and a Post Graduate Diploma in SEND with Autism specialism.

In 2020 the Learning Support Subject Leader received a Silver Award in the Digital Innovator of the Year, National Pearson Teaching Awards, for outstanding use of assistive technologies in promoting learner independence and reducing learning barriers.

Learning Support Assistants are upskilled in class support, strategies, and assistive technologies. Depending on the students they work with and their

needs, they may also be trained in personal care, manual handling, first aid, physio support and/or cough assist.

This academic year teaching and learning support staff have attended a technology carousel hosted by students with SEND. This included how to use Read & Write, C-Reader Pens, and a host of study skill apps to manage or reduce learning barriers as well as specific strategies for students with ADHD or ASD.

The college liaises with external Specialist Teacher Advisors for Hearing Impairment, Visual Impairment and Physical Disability.

14. Transport

Parents/guardians of students with SEND should contact their local authority to arrange special transport. Guidance can be provided from the college in regard to the student's timetable so transport can be arranged at the appropriate times.

15. Evaluating the effectiveness of SEND provision

Barton Peveril has an excellent reputation for working with learners with Special Educational Needs. In 2019 it won the Sixth Form Colleges Association (SFCA) Award for Independent Learning.

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions on a regular basis
- Using student questionnaires
- Monitoring by Director of Student Support
- Using online systems to record and measure progress
- Holding annual reviews for students with EHC plans
- Engaging students with SEND is accessibility audits

16. Enabling students with SEND to engage in activities available to those who do not have SEND

Qxtra options, clubs and societies, college visits and/or residential trip(s), and sports/college productions or performances are open to all students.

Parents, learners and teachers are asked to approach Student Support at the earliest opportunity so that the Director of Student Support can assess a trip and

the needs of the student and advise the Vice-Principal on what reasonable adjustments and support would be needed.

17. Support for improving emotional and social development

We provide support for students to improve their emotional and social development through

- Health and Wellbeing services - mental health practitioner, counsellors, emotional literacy support assistants, nurse
- Managing Anxiety, Brainwave and Coping to Thrive Programmes
- Student Progress Advisers, tutors and the tutorial programme
- Qxtra enrichment options which develop skills and interests and help maintain health

18. Bullying, Harassment or Discrimination

The College does not tolerate bullying, harassment or discrimination in any form. The Anti Bullying Policy (Students) and/or Student Disciplinary Policy and Procedures
will be applied in any reported cases of such behaviour.

All students are able to report bullying in person to their tutor, teacher, LSA or SPA or by using the 'report it' button on the college intranet.

19. Working with other agencies

Multi-agency support as detailed in the EHC plan is sought. This could include accessing specialist teacher advisors, social workers, educational psychologists, and discussions with students and their families.

20. Support services for parents of students with SEND

Hampshire Local Authority

Educational Psychology Specialist Teacher Advisory Service Transport

Southampton Local Authority

Local Offer Transport

Portsmouth Local Authority

Portsmouth Services

Barton Peveril College

Gemma Tanihatu, Director of Student Support: learningsupport@barton.ac.uk
Heidi Kavanagh, Health and Wellbeing Manager: hrk@barton.ac.uk
Lisa Holmes, EHCP/High Needs Assistant: ehcp@barton.ac.uk
Abbie Hines, Access Arrangements Coordinator: accessarrangements@barton.ac.uk

Although the Children and Families Act 2014 applies directly to young people after compulsory school age, the college will continue to liaise with parents, guardians and carers.

21. Complaints about SEND provision

Complaints about SEND provision should be made to the Director of Student Support in the first instance. If unresolved, complaints will be addressed in accordance with the college's Complaints Policy.

22. The Local Offer

Each local authority has a duty to publish information about education, health and social care services for all children and young people with SEND and their families in its area. Hampshire's local offer can be found here

Monitoring arrangements

The Information Report within this document will be reviewed by the Director of Student Support every year and updated if any changes to the information are made during the year.

Links with other policies and documents

SEND Policy; Accessibility Plan; Equality Diversity and Inclusion Policy; Mental Health Policy; Reasonable Adjustments Policy; Complaints Policy; Anti Bullying Policy