	SEND POLICY **Special Educational Needs & Disabilities**

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Version	1
Originator	Caroline Sweeney
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A   General Statement of Principles

A.1   The aim of the College is to enable all students, including those with educational needs and disabilities, to achieve their full academic and social potential. We aim to do this whilst fostering independence and building self-esteem in a fully inclusive learning environment. It is our policy to identify and assess learning differences and ensure that learning is supported and differentiated to ensure good progress is made by all students.

A.2   This policy is informed by the following legislation:

- The Special Educational Needs & Disability Code of Practice 0-25 Years (2014);
- The Children & Families Act (2014);
- The Equality Act (2010).

A.3   The SEND Code of Practice (2014) defines a disability as *"a physical or mental impairment which has long term and substantial adverse effects on the ability to carry out normal day to day activities"*.

A.4   The Equality Act (2010) requires institutions to make *"reasonable adjustment"* where necessary for learners with special educational needs and disabilities to access the same educational opportunities as their peers.

A.5   The Children & Families Act (2014) states that an educational institution has *"a duty to admit a young person if the institution is named on an Educational Health and Care (EHC) plan following consultation with the institution"* provided that the young person's *"age, ability, aptitude or SEN"* does not make it *"incompatible with the efficient use of resources or the efficient education of others"*.

A.6   The College is firmly committed to an inclusive approach for all learners who meet our entry criteria.

A.7   This policy should be read in conjunction with the College's Equality & Diversity Policy.

B   Aims

B.1   The aims of this SEND policy are to ensure that:

B.1.1 learners with SEND are identified and their needs are met;

B.1.2 teaching staff are aware of their responsibilities in regard to supporting SEND students though quality first teaching;

B.1.3 learners with SEND have access to all College activities wherever possible;

B.1.4 learners make the best possible progress and achieve the best possible outcomes regardless of their SEND;

B.1.5 where appropriate, parents/carers are informed/kept informed of a young person's SEND and that there is effective communication between parents/carers and the College;

B.1.6 learners are fully involved in decisions which affect their education and future life opportunities;

B.1.7 effective partnership with outside agencies takes place as and where appropriate.

C   Quality First Teaching

C.1   Quality first teaching refers to the teaching that takes place in an inclusive classroom. Subject teachers remain responsible for working with SEND learners on a daily basis, using differentiated techniques and strategies as necessary. The Additional Learning Support (ALS) team will provide support to teaching staff and can offer advice on strategies for working with the learning. In addition, the ALS team will provide more specialised support for the learner where necessary, where agreed and within reason.

D   Additional Learning Support (ALS)

D.1   The ALS team is directly line managed by an Assistant Principal and consists of a Study Plus (ALS) Coordinator, ALS specialist teachers, permanent ALS Enablers, and temporary ALS Enablers as necessary.

D.2   A named governor is appointed to take particular interest on behalf of the Corporate Board in the way the College manages its provision for SEND; the Corporate Board as a whole is responsible for the College making provision for learners with special educational needs.

D.3   ALS includes any activity that provides direct support for learning to individual learners, over and above that which is provided through quality first teaching in a standard learning programme. The need may arise from a learning difficulty, medical condition or disability; or from literacy, numeracy or language support requirements.

D.4   The College has a clear referral process with which all staff and students are familiar (see Appendix 1). This process runs through pre-enrolment, enrolment and on-course. Introduction to ALS is part of the induction of all new staff.

E   Identification of Needs

E.1   Students are able and encouraged to disclose information relating to SEND at any point in the learner journey. The College actively promotes inclusive practices and encourages students to disclose information regarding SEND as early as possible in the application cycle in order for support planning and provision to be most effective.

E.2   Prior to enrolment, all students are encouraged to disclose SEND information through application and course selection process. Applicants may also contact the ALS team directly or make enquiries via the ALS Coordinator or any other member of staff. The ALS Coordinator, or another member of the team, will be available for discussion and to offer advice and guidance during Open Day/Information events.

E.4   The College will liaise with prospective students' current educational establishments and outside agencies as appropriate to obtain all available information and evidence to initiate planning for ALS. This might include:

- Education, Health and Care Plan (EHCP);
- Learner Support Plan (S139a);
- Additional Needs Support Transition Form;
- Medical reference or report;
- Educational Psychologist's report;
- Results of specialist testing and/or diagnostic assessment.

E.5   As well as transition support from school to College, the College will give appropriate transition support to those students leaving College to ensure that they move on successfully to further or higher education or into employment. This support might include:

- support with UCAS, Student Finance, DSA application processes;
- support during university open day events and interviews;
- liaison with university disability officers, admissions officers and others as appropriate.

F   ALS options available

F.1   Support is relevant to the individual's need but <u>may</u> include the following:

- one to one support for literacy, numeracy, study skills, personal organisation, emotional, behavioural or mental health needs;
- dyslexia support;
- specialist assessment for exam arrangements;
- access to a quiet/drop-in support area;
- in-class curriculum support;
- ESOL (English for Speakers of Other Languages) and language support;
- the loan of specialist equipment, eg laptop, voice recorder, voice to text software;
- welfare and medical support, eg diabetic, epileptic or care assistance;
- communicators for hearing impaired learners;
- a carer/personal assistant for learners whose disability prevents them from being independent;
- examination access arrangements (see section J).

F.2   Other support available

Other cross-College support includes Learning Resource Centre (LRC), support staff (bursary and general administration), academic coaches, student development officers, careers and counselling staff.

F.3   Accessibility resources:

- accessibility options on College computers;
- spell checkers;
- Dictaphones;
- large visual display units (VDUs) and magnifier for visually impaired and disabled learners;
- headphones;
- ergonomic keyboards;
- laptops;
- Zoom Twix magnifier;
- tactile images.

Other specialist equipment can be sought as necessary and within reason.

G.   Monitoring, Review and Record Keeping

G.1   All support will be regularly monitored and reviewed to ensure it continues to be effective, relevant and independence-fostering, and to measure the impact as far as practicable.

G.2   Those learners who hold an EHCP are reviewed by the relevant Local Education Authority and the College will be involved and contribute to the EHCP review as necessary and appropriate.

G.3   The ALS team will show, through the Self-Assessment Report (SAR) the retention, achievement and success rates of those receiving ALS and make comparisons across the College where relevant and useful. Where possible, curriculum areas should report through SARs the impact of ALS on learner retention and achievement. The provision will also be monitored through the regular College monitoring cycle of curriculum health checks and reviews.

G.4   There is an annual ALS report to the Corporate Board which includes:

- a breakdown of SEND provided for;
- an update on funding;
- strategies and initiatives undertaken to support those with SEND;
- information regarding staffing;
- case studies.

G.5   Where possible, curriculum areas should report through the self-assessment process the impact of ALS on learner retention and achievement.

G.6   Case studies of the successful impact of ALS should be gathered and used to promote equality and diversity within the College.

G.7   Individual Learner Record (ILR) information is kept on the ALS database which forms part of the whole College database (Tyber). The information recorded here includes details of all assessments and reviews, resources allocated, exam access arrangements, and other relevant information. Appropriate information

regarding a student's SEND is stored on Tyber to be viewed by wider College staff where appropriate and agreed with the student.

H   Campus Accessibility

H.1   Most areas of the College are fully accessible, but we are continuing to improve access. In the event of a lift breakdown or for areas of the College where no access is available, alternative arrangements will be made.

J   Exam Access Arrangements

J.1   The ALS team works closely with the Exams team to ensure relevant access arrangements are in place where appropriate and that the necessary records are kept and evidence held. The ALS team will endeavour to support particular access needs, eg reader, scribe, separate room/invigilator, wherever possible.

J.2   The Curriculum Leader for Study Plus and the ALS Administrator will ensure that assessment reports are up to date and will work with the College's Exams team to ensure that examination access arrangements and recommendations within the reports are put in place.

K   Code of Conduct and Complaints

K.1   There is a Code of Conduct for staff and an Enrolment Contract for students that state we should work together in an atmosphere of mutual respect regardless of any differences.

K.2   There is a Complaints Policy for students.

L   Appendices

Appendix 1 : ALS student referral form.
Appendix 2 : Learner journey

ADDITIONAL LEARNING STUDENT REFERRAL FORM
Confidential

- Please fill in the form and questionnaire below.
- If appropriate, attach a piece of written work which illustrates the student's difficulty.
- Send this form and the written work to either ALS Curriculum Leader or ALS Administrator. The student's Academic Coach will be contacted for any additional information.
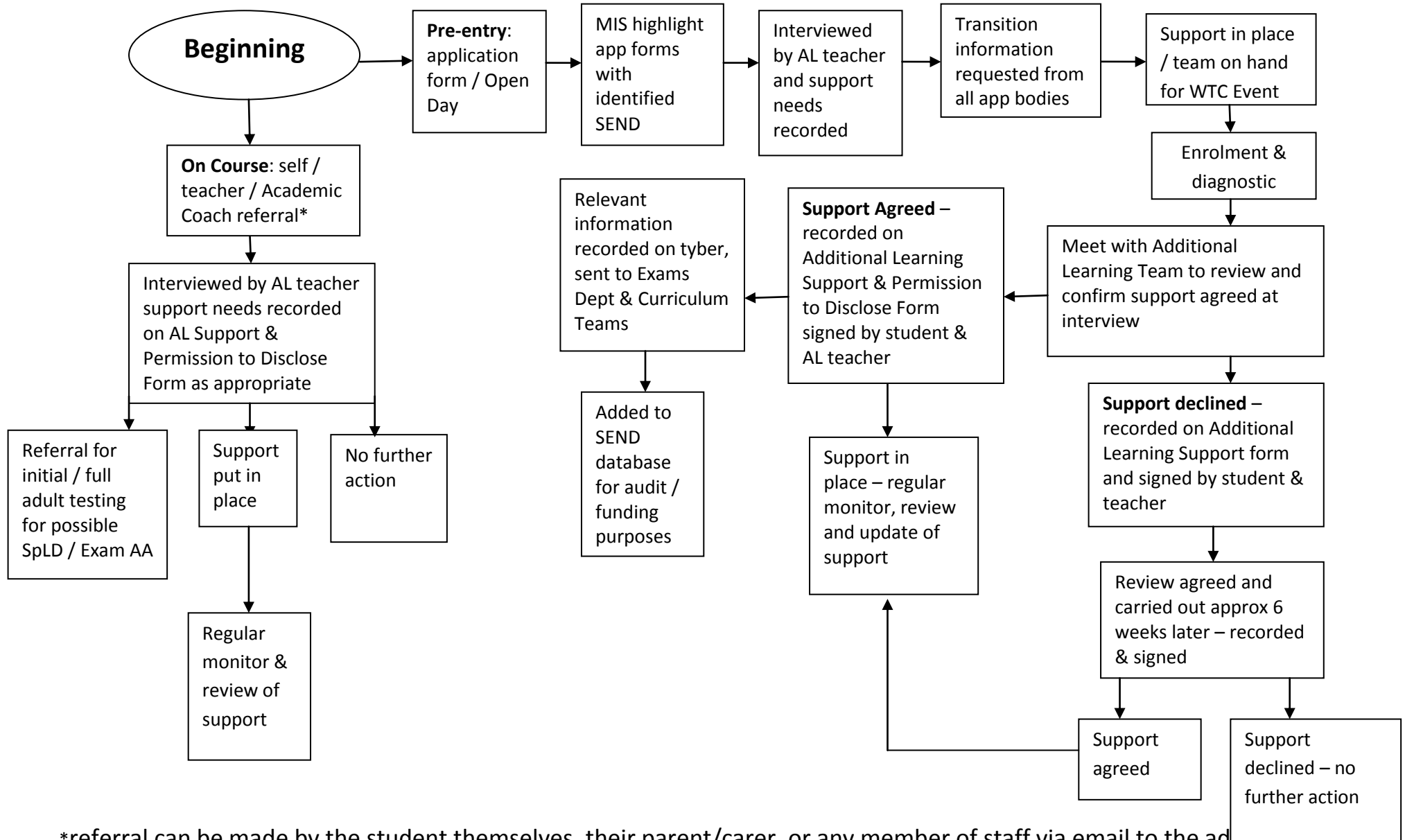
Student Name: **Coaching Set:**

Subject: **Teacher's Name:**

Written work attached

Title:

Coursework / Homework / Class work / Timed Essay / Test
Please circle as appropriate

Signed: .... **Date**: ....

Questionnaire	Agree		Disagree
In lessons the student is always well focussed on the task set.			
The student reads as quickly as the rest of the group.			
The student writes as quickly as the rest of the group.			
The student's writing is always legible even at speed.			
The student's oral work is better than his/her written work.			
The student is well organised.			
The student meets deadlines.			
The student's work is well structured.			
The student's spelling is good.			
The student's grammar and punctuation are accurate.			
The student participates in group and class discussion.			
The student is confident in handling numbers and interpreting data.			

Any Other Comments (include reason for referral):

SEND/ALS Learner Journey

The Sixth Form College, Solihull: SEND/Additional Learning Learner Journey

Beginning

Pre-entry: application form / Open Day

MIS highlight app forms with identified SEND

Interviewed by AL teacher and support needs recorded

Transition information requested from all app bodies

Support in place / team on hand for WTC Event

Enrolment & diagnostic

Meet with Additional Learning Team to review and confirm support agreed at interview

On Course: self / teacher / Academic Coach referral*

Interviewed by AL teacher support needs recorded on AL Support & Permission to Disclose Form as appropriate

Relevant information recorded on tyber, sent to Exams Dept & Curriculum Teams

Support Agreed – recorded on Additional Learning Support & Permission to Disclose Form signed by student & AL teacher

Referral for initial / full adult testing for possible SpLD / Exam AA

Support put in place

No further action

Added to SEND database for audit / funding purposes

Support in place – regular monitor, review and update of support

Support declined – recorded on Additional Learning Support form and signed by student & teacher

Regular monitor & review of support

Review agreed and carried out approx 6 weeks later – recorded & signed

Support agreed

Support declined – no further action

*referral can be made by the student themselves, their parent/carer, or any member of staff via email to the additional learning team CL or administrator. We aim to see referrals for a short referral assessment meeting within 2 weeks of initial referral.