



SALISBURY SIXTH FORM COLLEGE

SPECIAL EDUCATION NEEDS POLICY

Approved by	P & P Committee
Approval Date	March 2015
Review Period	3 years
Review Date	September 2018

SEND reform (including reduction in funding)

The Government is reforming the system for supporting student and young people with special educational needs (SEN) in England. The Student and Families Bill, includes measures to:

- give young people with special educational needs in further education and training aged 16-25 rights and protections comparable to those in school;
- require local authorities and local health services to plan and commission education, health and social care services jointly;
- require local authorities to publish in one place a clear and easy to understand 'local offer' of education, health and social care services to support student and young people with SEN and their families;
- require co-operation between local authorities and a wide range of partners, including schools, academies, colleges, other local authorities and services responsible for providing health and social care;
- require local authorities to consult student and young people with SEN and their parents in reviewing special educational provision and social care provision;
- introduce a more streamlined process for assessing the needs of those with more severe and complex needs, integrating education, health and care services and involving student, young people and their parents;
- replace statements and Learning Difficulty Assessments with a new 0-25 Education, Health and Care Plan, which will co-ordinate the support for student and young people and focus on desired outcomes including, as they get older, preparation for adulthood;
- encourage parents and young people to consider mediation to resolve disagreements before they register a Tribunal appeal;
- give parents and young people with an Education, Health and Care Plan the right to a personal budget for their support.

This policy will be reviewed again in line with the SEND Reforms and the LA response to SEND funding

Introduction

This policy reflects the current thinking around SEND provision and will be updated as reforms and guidance emerge from the LA and DFE.

There are three main elements to our policy:

1. ACADEMY ARRANGEMENTS including:

- Definition, principles and objectives
- Roles and responsibilities
- Co-ordinating and managing provision
- Admissions arrangements
- Resources and facilities

2. IDENTIFICATION, ASSESSMENT AND PROVISION including:

- Allocation of resources
- Identification, assessment and review
- Curriculum access and inclusion
- Evaluating success

3. PARTNERSHIPS including:

- Partnership with Parents/Carers
- Student voice
- Links with external agencies and support services
- Links with other schools and transition arrangements
- Staff development

ACADEMY ARRANGEMENTS

Definition

“A student has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. A student has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of student of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for student of the same age in schools within the area of the Local Education Authority”.

Principles

At S6C, we believe that each student is an individual and, as such, has unique strengths, talents and needs. To achieve their full potential, some students require additional support and we recognise this and plan accordingly. We acknowledge that some students may require continuous help throughout their time in school, whereas others may need support for only a short period to help overcome more temporary needs. Salisbury Sixth Form College aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them access to a broad, balanced and relevant education. Our fundamental principles recognise that:-

- All students, whatever their special educational needs, should receive appropriate educational provision, through a broad and balanced curriculum, which is relevant and differentiated, and which demonstrates coherence and progression in learning.
- The views of individual student and their parents should be sought and taken into account.
- All students should have their individual needs met.
- A close partnership, with parents/carers who play an active and valued role in their student's education, is vital.
- All students should have equal opportunities to take part in all aspects of the colleges provision, as far as practicable.

Objectives

Our objectives in this policy are:-

- To identify and monitor student's individual needs, at the earliest possible stage, so that appropriate provision can be made and achievement raised.
- To plan an effective curriculum, to meet the needs of student with special educational needs, ensuring that the targets set are specific, measurable, achievable, realistic and time related.
- To identify, assess, record, and regularly review the progress and needs of individual students.
- To involve student and parents/carers in the identification and reviewing of targets set.
- To raise the self-esteem of a student with special educational needs, acknowledging the progress they have made.
- To ensure that all students make good progress with a continuous cycle of planning, teaching, assessment and evaluation, which takes account of the wide range of abilities and interests of the students, being central to the work of every class and every subject.
- To work collaboratively with students, parents/carers, other professionals and support services.
- To recognise that provision for students, with SEN, requires a whole college approach. In addition to the Governors, SLT, and SEN lead, all other members of teaching and support staff have responsibility for all students. All teachers are teachers of students with special educational needs.

Roles and responsibilities

Governors

The governing body of S6C will:-

- Strive to ensure that the necessary provision is made for any student with special educational needs.
- Ensure that staff are aware of the importance of identifying and providing for students with special educational needs.
- Consult the Local Authority and the governing bodies of other colleges/schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that students with special educational needs join in the activities of the college together with students who do not have special educational needs, so far as is reasonably practical. These activities will be compatible with the students receiving the special educational provision their learning needs call for, the effective education of the students with whom they are being educated, and the efficient use of resources.
- Have regard to the Special Education Needs Code of Practice 2014 when carrying out its duties toward all students with special educational needs.
- Ensure that parents are notified of a decision by S6C that SEN provision is being made for their student.

The governors play an important role in ensuring that:-

- They are fully involved in developing and monitoring the colleges SEN policy.
- They are up-to-date and knowledgeable about the SEN provision, including how funding, equipment, and human resources are deployed.
- SEN provision is an integral part of the School Development Plan.
- The quality of SEN provision is continually monitored.

In addition, as part of the Special Educational Needs and Disability Act (2014), the governing body will take any necessary action to ensure that it does not discriminate against disabled students.

SLT Lead for SEN

The SLT lead for SEN has responsibility for the strategic and operational leadership of student support across S6C including provision for SEN students, Looked-After Students, students with English as an Additional Language and students with additional and/or complex needs.

SEN Lead Teacher

The SEN lead teacher is responsible for co-ordinating the provision of special educational needs throughout the college. This includes:-

- Overseeing the day to day operation of the SEN policy.
- Providing leadership, advice and support to staff, in the area of special educational needs.
- Working alongside staff to assist them in identifying and planning for student needs and ensuring that students make progress.
- Assisting in the monitoring and evaluation of the progress of students with SEN, through use of existing college assessment information, e.g. progress data, external examinations, SIMS, and ALPS data etc.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies and providing a link between these agencies, class/subject teachers and parents/carers.
- Contributing to and, where necessary, leading the in-service training of staff.
- Monitoring, evaluating and reporting on the provision for students with SEN, to the governing body, in conjunction with the SLT lead and the Governor for Special Needs.
- Management of the SEN register and SEN records.
- Ensuring that students, identified with SEN, are listed in the SEN Register and in SIMS.
- Co-ordinating Examination Access Arrangements, for SEN students, during external examinations and internal assessments.
- Carrying out assessments and observations of students with learning difficulties and special educational needs.
- Liaising with the Student Services Manager, to ensure a smooth transition, for SEN students, from school to S6C and from Post 16 into employment, further education or training.
- Liaising with parents/carers of students with special educational needs, in conjunction with class/subject teachers, so that they are aware of the strategies being used and encouraging them to be partners in the process.
- Leading SEN Reviews and managing all statutory documentation relating to special educational needs.

Subject Teachers

Class/Subject teachers are responsible for SEN provision within the classroom and for providing an appropriately differentiated and inclusive curriculum.

Co-ordinating and managing provision

At S6C:-

- Sharing of expertise is welcomed and encouraged.

- Special educational needs provision is a whole college responsibility.
- There is weekly informal contact between all staff to monitor individual students and to discuss concerns.
- Students are involved, as far as is practical, in discussions about their targets, provision and progress.

The SEN LEAD TEACHER ensures that the following information is easily accessible to staff:-

- SEN policy.
- The SEN register.
- The SEN handbook.

Resources and facilities

At S6C:-

- All teaching staff are able to teach students with SEN. Additional training for teachers is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student.
- Differentiated resources are used to ensure access to the curriculum.
- All staff are kept well informed about the strategies needed to manage students' needs effectively, and we strive to ensure that other students understand and respond with sensitivity.
- Student support aims to encourage as much independence as possible within a safe and caring environment.
- We have access to the expertise of other agencies, if, and when, required.

IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of resources

Most of the resources, used by students with special educational needs, are available within the classrooms. The SEN budget is spent on additional resources and staffing costs which are allocated to support the students and to meet the objectives of this policy.

Identification, assessment and review arrangements

S6C follows the guidance provided by Wiltshire Council. We recognise that students' needs and requirements fall into broad categories:

- General Learning Difficulties
- Specific Learning Difficulties

- Autistic Spectrum Condition
- Emotional, Behavioural, Social Difficulties
- Physical & Health Difficulties
- Sensory Impairment
- Speech & Language Difficulties

It is also recognised that some pupils may have complex needs which span several areas. At S6C we adopt a graduated approach which recognises a continuum of needs and that, where necessary, increasing specialist advice will be brought to bear on the difficulties a pupil may be experiencing.

Quality First Teaching

Where possible, we will try to meet every student's needs, within the classroom, through ensuring that our planning, teaching and approaches are differentiated. However, if we determine that a student is not making satisfactory progress, or presents other concerns, the class teacher will consult with the SEN LEAD TEACHER/ Assistant SEN LEAD TEACHER.

SEN SUPPORT (K)

If a student requires additional support then every effort will be made to provide the support needed. The student will be identified in the MIS System with a K code for all teaching staff to view.

It may be that the student:

Makes little or no progress even when teaching approaches are targeted to their particular needs.

Shows signs of difficulty in developing skills in literacy or mathematics.

Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school.

Has physical or sensory problems and, despite specialist equipment being provided, still makes little or no progress.

Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from parents/carers, and in some cases, outside agencies, who may be involved with the student. When we have all the available information, we will consider with parents/carers and the student the next strategy for action. Where, despite all of our best efforts, the student still continues to make slow progress, or is working at levels significantly below those of his/her peers, we can evaluate their individual learning needs to either use outside agency support or support a move to a more appropriate or alternative learning environment.

Statement of Special Educational Need

Where a student has a Statement of Special Educational Need, we will carry out an Annual Review. At this meeting, consideration is given as to whether the statement should continue, and whether provision/ strategies should be maintained or amended. It reviews the objectives and sets new long-term objectives for the following year, if necessary. Annual Reviews are held at a mutually convenient time for parents/carers, students and staff. All relevant professionals are invited to attend or submit a written report. Parents/carers attend the annual reviews and a student-centred approach is taken. This review is in addition to the whole school parent consultation evenings. Students with statements are entitled to additional support, as prescribed in the statement.

Curriculum access and inclusion

Teachers are responsible for planning a differentiated curriculum, suitable for all students, to ensure access at all levels. Any students, with additional needs are included as fully as possible in the whole class environment and, where appropriate, the curriculum is adjusted. Sometimes, it may be appropriate to withdraw a student, sensitively, to work individually or in small groups, in order to support social anxiety disorders for some students. The class teachers, in conjunction with the SEN LEAD TEACHER, will oversee this provision to ensure it meets individual needs. Provision for students with SEN is intended to enable them to make the greatest possible progress in both their learning and in their personal development. Participation in extra-curricular activities, clubs and college visits is promoted.

Evaluating success

The policy will be evaluated against the objectives previously stated and measured by the following:-

- Teachers' planning reflecting the learning objectives for students with special educational needs.
- Parents/carers being aware of individual targets set for students.
- Students being involved in discussing, contributing to and reviewing their individual targets.
- Progress being monitored closely to ensure that students make appropriate progress.

- Analysis of student tracking data and assessment results.
- Ensuring that outside agencies, where appropriate, are fully informed and involved.

- Formative assessment (e.g. through observations and work scrutiny).
- Value-added data for students on the SEN Register.
- Monitoring of procedures and practice, by the SEN Governor, in conjunction with the SLT Lead and SEN LEAD TEACHER.
- The number of students identified on the SEN Register.
- College self-evaluation.
- Any external evaluation, or inspection, which also enables us to evaluate the success of our provision.

Success criteria:

- All planning will reflect identified individual needs.
- Identified students will reach their expected target, as judged through objective testing and/or teacher's professional judgement, and/or no longer needing additional support.
- Parents/carers, students and external agencies will be fully involved in the support process.
- All SEN students will make good or better progress.
- All SEN students will enjoy college and achieve success.

PARTNERSHIPS**Partnership with parents/carers**

Parents/carers are important partners, in the effective working relationship with the college, in raising their student's achievement. They are fully involved in the identification, assessment and decision-making process and they are encouraged to discuss any concerns as they arise. Parent/carer contributions, regarding their student's education, are valued highly by school staff. Parents/carers will be regularly updated with relevant information and will be consulted before outside agencies become involved.

Student Voice

We show sensitivity, honesty and mutual respect in encouraging students to share their views and we value their contributions. Students are involved in the decision-making process whenever possible. Confident students, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years. At S6C, we help students to participate in their learning by encouraging them to discuss targets and steps for improvement. For students with SEN, this includes discussing the strategies for success outlined in Provision Maps and in targets set by subject teachers. We encourage students to take part in reviewing their progress and in setting new goals and challenges.

Links with external agencies and support services

Close links are maintained with external agencies to ensure that the school makes appropriate provision for students with special educational needs. Where it is necessary to contact external agencies, the SEN LEAD TEACHER will make the necessary arrangements and consult with parents/carers accordingly. These agencies normally include:-

- Educational Psychologists
- National Health Service
- Educational Welfare Service
- Students and Young People's Service
- Social Care

Links with other schools/colleges and transition arrangements

At S6C, a comprehensive transition programme ensures a smooth transfer from secondary school. A range of activities from Year 10 onwards will support this process.

The PSHCE programme delivered by the Progress Tutor in Year 12 and 13 will support career planning and choices to explore university courses. In addition the PSHCE programme will support the students' competencies beyond Level 3 study in budgeting and finance, life long learning and personal development for preparation for post S6C.

Staff development and appraisal

Through the monitoring and evaluation of our provision, the SEN LEAD TEACHER, SLT SEN lead will identify any particular professional development needs of the staff. Staff development will, where appropriate, be linked closely to the performance appraisal process. Staff who attend additional courses will disseminate information at staff meetings. Whole college in-service training sessions are arranged, as appropriate, in response to any particular needs identified across S6C.