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Special Educational Needs (SEN) Information Report

Salisbury Sixth Form College

'Empowering a Future Generation'

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in Salisbury Sixth Form College (S6C).

If you want to know more about our arrangements for SEND, please read our MLP Trust SEND policy.

You can find it on our website <https://www.salisbury6c.ac.uk/statutory-information/policies/>

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

S6C provides for students with a range of needs. Please see the following list as an example of the needs we cater for:

AREA OF NEED	CONDITION
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Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

S6C has a growing SEND team:

Our special educational needs & disabilities coordinator, or SENDCo

Our SENDCO is Nicky Miller. Nicky is the college SENDCo and has worked at the college since it opened in September 2014. Nicky holds the NASENCO award and the Real Training CPT3A Access Arrangement Testing qualification. Nicky has oversight of the SEND provision and works with the team to best support the SEND community at S6C.

nmiller@s6c.mlp.college

Assistant SENDCo

Emma McAndrews is an experienced English teacher and delivers the GCSE and A level English Language courses. Emma has a passion for working with SEND students and will be developing her role to work with the EHCP students to support their development in college.

emcandrew@s6c.mlp.college

Frankie Church is the college Exams Officer. Frankie will be supporting the SEND team with preparation of access arrangement paperwork to ensure that all SEND students have their needs met in exams.

fchurch@s6c.mlp.college

Subject teachers

All our teachers receive in-house SEN training, and are supported by the SEND team to meet the needs of students who have SEN.

Learning Mentors

Diane Newton is one of our learning mentors. Diane chose to step into the role after an extensive career as a qualified teacher. Di offers small group and 1:1 sessions for students and covers a wide range of skills including: revision, essay structures, organisation skills and use of assistive technology. Di is ELSA trained and delivers the college's ELSA programme called Connections that focuses on developing our students for adult life.

dnewton@s6c.mlp.college

Eva Dyson is an experienced TA and has worked in local secondary schools. Eva has developed a study skills programme and runs workshops and 1:1 sessions to support students. Eva is also an experienced tutor and offers support sessions for students writing UCAS statements.

edyson@s6c.mlp.college

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA) -provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

At S6C, each student is assessed to ascertain the following when they arrive:

- GCSE prior attainment
- Handwriting Speed Assessment
- SEND information passed onto the college from secondary schools
- Any evidence that the student may have a disability will also be considered and reasonable adjustments will be made to accommodate these

- Any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support these

If a child arrives at S6C and further information is required to further investigate potential SEND, the following may be used:

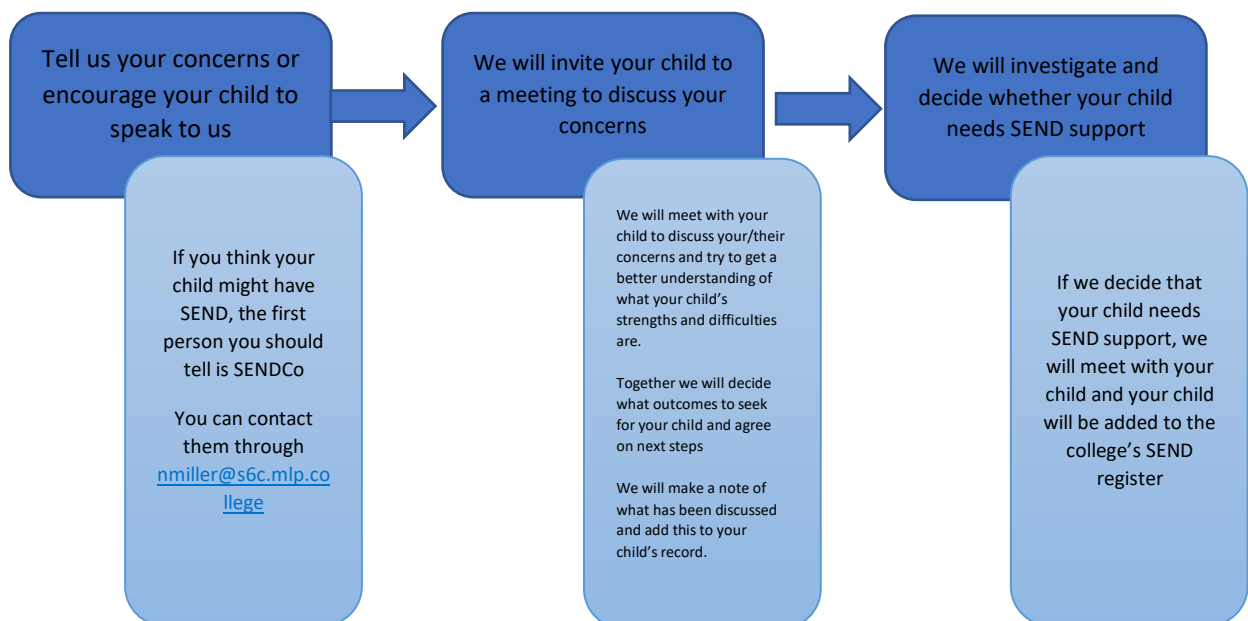
- Dyslexia Screener
- Handwriting assessment
- Psychometric tests e.g. CTOPP2

All formal assessments sit alongside and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all students and identify any 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 them and their peers
- Widens the attainment gap despite interventions

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

If you or your child thinks your child may have SEND, it is important that you let us know, too, so that we can assess and find out whether this is the case. Due to the age of the children at S6C we will primarily work with the child, but parental contributions are always welcome. Please follow the steps outlined below:



4. How will the college know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the student and then make a referral to the SENDCo.

The teacher will provide information on the student's strengths and difficulties. They will have a discussion with the student to see if the student has any insight into their difficulties. They will also compare your child's progress and development with their peers and their target grades.

The SENDCo will meet with the student and discuss their education history and what they perceive to be their own difficulties in class. The SENDCo may contact parents if they wish to clarify/expand any of the information provided by the student. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

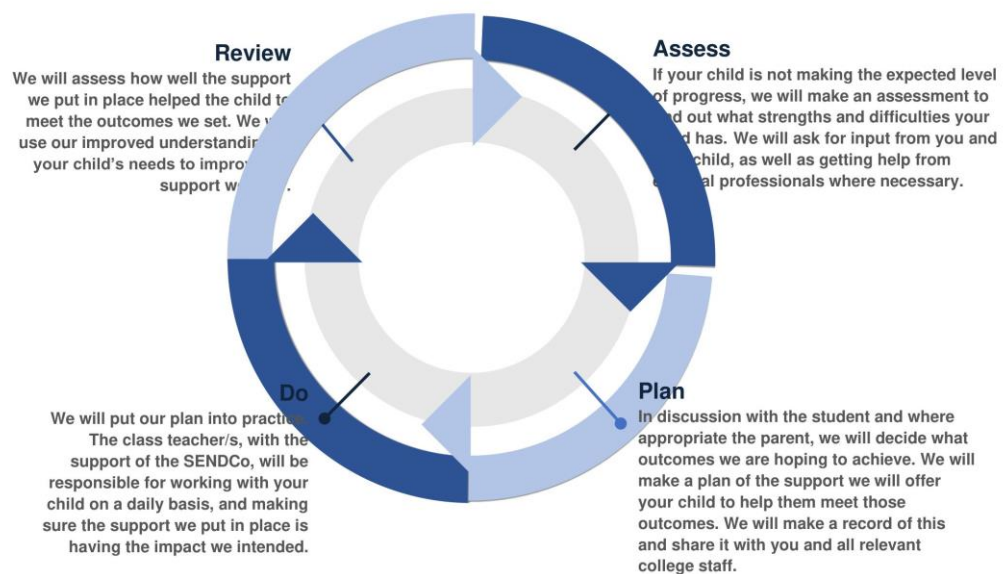
Based on this information, the SENDCo and student will decide on an appropriate course of action which is in keeping with students wishes. This may include completion of a set of psychometric tests to look for cognition and learning difficulties, referral to the autism/ ADHD pathway in Wiltshire, or support from the learning mentor team in college.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan/IEP/Student passport for them.

5. How will the college measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

When offering support, we will use results from class assessments to establish which interventions will provide the correct support. Results from further in-class assessments, student feedback and teacher feedback will be used to assess the impact of the intervention.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the college's targets, strategies and provisions will be revisited and refined.

6. How will my child be involved in decisions made about their education?

The student's needs and wishes are key in any decisions made about their education. Our students are emerging adults and many wish to continue their education at university where they will need to communicate and liaise with key staff independently. To help prepare for this we will meet with the student to discuss the options available to them. This may be with parents/guardian's present depending on the wishes of the student. Where there is a significant change in the student's programme of study parents/guardians will be informed unless the student requests otherwise. Meeting notes will be stored on the college system.

7. How will I be involved in decisions made about my child's education?

We will provide half termly reports on academic progress reports on your child's academic progress. If teaching staff are concerned about academic progress, they will contact you to share these concerns. We offer 2 evenings in year 12 and 1 in year 13 where parents/guardians can meet and discuss the academic progress of their child. The following will be discussed and agreed where necessary:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

If you have concerns that arise between these meetings, please contact Nicky Miller or your child's teacher.

8. How will the school adapt its teaching and/or environment for my child?

Your child's 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 your child's needs. We will make sure that your child has access to expert tuition in their chosen subjects and regular tutoring to support them in making the transition to adult life.

We will adapt (or differentiate) how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Having 1:1 or small group support from our learning mentor outside of lessons to support skill development.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
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Communication and interaction	Autism spectrum disorder (ASD)	Structured timetable ELSA support sessions 1:1 Mentoring Small group social interaction work through Connections
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Training in how to use assistive technology such as Read Write Use of Google classroom to review lesson notes and independent study tasks 1:1 or small group study skills support to include organisation, planning, essay structures, note taking and revision techniques
	Moderate learning difficulties	Learning mentor support
Social, emotional and mental health	ADHD, ADD	Use of quiet study area
	Adverse childhood experiences and/or mental health issues	ELSA sessions Support from the mental health lead MHST referral or referral to college counsellors
Sensory and/or physical	Hearing impairment	Use of assistive technology
	Visual impairment	Adaptive equipment as required Adapting resources as required Use of assistive technology
	Multi-sensory impairment	Adaptive equipment as required
	Physical impairment	Adaptive equipment as required
	Sensory processing needs	Sensory diet Sensory aids

Most of our students follow a traditional curriculum of 3 level 3 qualifications. A small number of learners have a more personalised timetable to match their individual needs and abilities. This may include social skills groups, mentoring and changes to the number of qualifications studied.

These interventions are part of our contribution to Wiltshire County Council's local offer. [Wiltshire's local offer can be found here.](#)

To ensure that all students can access the broad and balanced curriculum and activities offered throughout the college, our accessibility plan provides further details. This can be accessed at www.salisbury6c.ac.uk/statutory-information/policies/

9. How will the college evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a minimum of 6 weeks
- Using student questionnaires
- Monitoring by the SENDCo and SEND team
- Using support plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the college resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning mentor hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the college make sure my child is included in activities alongside students who do not have SEN?

All our extra-curricular activities and college visits are available to all our students.

All students are encouraged to go on our college trips.

All students are encouraged to take part in development days, workshops and events in college

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. We encourage you to speak to your child's teacher of the SEND Team to discuss reasonable adjustments to activities.

12. How does the college make sure the admissions process is fair for students with SEN or a disability?

Children who have an Education Health and Care Plan (EHCP) should apply through the college's application system so that their career/course interests can be taken into consideration. Students will be interviewed by a member of the SEND team to start the transition process. A conditional offer will be made where students with EHCPs will need to meet the entry requirements for the college/ the courses they wish to study and the EHCP consultation does not present any barriers that prevent the efficient education of the student as stated in the [Code of Practice 2014](#).

Admissions to S6C for students who have an EHCP are handled by Central SEND Services at Wiltshire Council in consultation with the college. Their contact number is 01225 718095.

Children who may need additional learning help but do not have an EHCP, must follow the usual process when applying for a college place and the normal admission criteria will apply. S6C have the following admission criteria <https://www.salisbury6c.ac.uk/courses/>

13. What specialist services and expertise are available at or are accessed by the school?

As a college we can access a range of services including outreach Services such as Wiltshire Families First, Hearing and Visual Impairment Services, Specialist SEN service, Social Services and Child and Adolescent Mental Health Services (CAMHS).

These services are contacted when necessary, according to your child's needs. If you believe that your child needs specialist equipment, please contact the SENDCo.

14. How accessible is the school environment?

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. We have a range of different facilities to help disabled students throughout our school including;

- a lift,
- accessible toilets,
- wheelchair friendly corridors,

An accessibility plan is in place and can be found at www.salisbury6c.ac.uk/statutory-information/policies/

15. How will the college support my child's overall wellbeing?

At S6C we pride ourselves on providing a high level of pastoral care and guidance to our students. On joining, students are assigned to a faculty and given a form tutor who will stay with them during their time at the college. This provides continuity of care and support and enables the tutor to build up a strong rapport with parents and carers. There are additional members of staff who provide additional pastoral support; Pastoral Lead, school counsellors, SENDCo, Learning Mentor, Child Protection Designated Senior Person, Mental Health Lead and mentors. We also work well with external agencies such as the Hearing, Visual and Physical Impairment services and the Child and Adolescent Mental Health Service (CAMHS) to ensure holistic support for our students.

In terms of behaviour, we have a 'zero tolerance' approach to bullying. We prevent bullying in the college by having a Student Behaviour and Discipline Policy.

<https://www.salisbury6c.ac.uk/statutory-information/policies/>

16. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Leaving college and going to university/apprenticeships/employment

When your child is moving on from our college, we will share your Access Arrangement paperwork with your child so that they can pass this on to an employer or to a university. Each university will have their own student support department. It is important that your child contacts the university and shares this information with the university. To receive the Disability Student Allowance (DSA) at university your child will need to apply for this. Whilst completing their UCAS form they should share that they have a SEND need. For further information on DSA please see the link

<https://www.gov.uk/disabled-students-allowance-dsa/how-to-claim>

17. What support is in place for looked-after and previously looked-after children with SEN?

Rebecca Anderson will work with Nicky Miller, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. Rebecca Anderson (the designated teacher) can be contacted via email randerson@s6c.mlp.college

18. What should I do if I have a complaint about my child's SEN support?

Please see the complaints procedure under the policy section of the website <https://www.salisbury6c.ac.uk/statutory-information/policies/>

Complaints about SEN provision in our college should be made to the SENDCo in the first instance. They will then be referred to the college's complaints policy.

If you are not satisfied with the college's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

Name: Ben Hillier (Head of College)

Email: bhillier@s6c.mlp.college

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. In Wiltshire, this is through the Global Mediation service.

The Global Mediation service's SEN Case Manager can be contacted on 0800 064 4488. This service is free of charge and confidential. For further information, see their [Simple Guide to Mediation leaflet](#) (opens new window) or visit their [website](#) (opens new window).

19. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wiltshire's local offer. Wiltshire local authority publishes information about the local offer on their website:

[Wiltshire SEND Support for 0 to 25 - Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Wiltshire SENDIASS - Family Action \(family-action.org.uk\)](#)

Local charities that offer information and support to families of children with SEN are:

[Carer Support Wiltshire](#)

[Community Foundation](#)

[Wiltshire Music Connect](#)

[Seeds4Success](#)

[SWAPP – Support in Wiltshire: Autism Parent Programme](#)

[Time Out for Parents](#)

[Wiltshire Parent Carer Council](#)

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

20. Glossary

Access arrangements – special arrangements to allow students with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a student's EHC plan

Area of need – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a student's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students with SEN. These targets do not necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEN

SEN support – special educational provision that meets the needs of students with SEN

Transition – when a student moves between years, phases, schools or institutions or life stages