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# ***Special Education Needs Policy***

## History of Policy Changes

Date	Page	Change	Origin of Change

### Compliance with the SEND reforms

Salisbury Sixth Form College (S6C) is committed to offering an inclusive curriculum to ensure that all learners achieve the best possible outcomes whatever their disability or learning need. The Equality Act 2010 defines a disability as "... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

The SEND Code of Practice 2015 defines SEN as: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

When applying these definitions, it should be noted that not all learners with SEN are disabled and not all learners with disabilities have SEN.

Salisbury Sixth Form College is committed to providing the best possible outcomes for all learners. To achieve this aim we consider all the needs of an individual through:

- Respecting and listening to our learners' views
- Considering the views and wishes of parents/guardians where appropriate
- Providing support for learners to develop the academic and life skills necessary to make the transition into adulthood.

This policy has been written with these aims in mind and to comply with the following legislation: the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), the Children and Families act (2014) and the Equality Act (2010)

The Equality Act (EA) requires institutions to make "reasonable adjustments". This enables learners' with disabilities and special educational needs (SEN) to prevent them from being placed at a substantial disadvantage. Our duty is to ensure that this is anticipatory – we will endeavour to create a culture whereby thought is given in advance to what adjustments might be needed to prevent that disadvantage.

The Children and Families Act (2014) states that the College 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 young person's 'age, ability, aptitude or SEND" does not make it "incompatible with the efficient use of resources of the efficient education of others" or where it represents 'an inefficient use of resources' We are firmly committed to an inclusive approach for all learners, provided the learner meets our published Entry Criteria and follows our Admissions Protocols.

This policy should be read in conjunction with the college SEN Information Report document.

### Aims

At Salisbury Sixth Form College, 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 college, 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 students 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 college's provision, as far as is appropriate.

### **Objectives**

- To identify learners with special educational needs and/or disabilities and ensure that their needs are met.
  - To involve learners with SEND when making decisions which affect their education.
  - To raise the self-esteem of a student with special educational needs, acknowledging the progress they have made, and the effort involved.
  - To ensure that all students make good progress with a continuous cycle of planning, teaching, assessment and evaluation, which is used to inform further planning and delivery.
  - To work collaboratively with students, parents/carers, other professionals and support services to ensure the best possible outcomes for students, through effective communication.
  - To recognise that provision for students, with SEND, requires a whole college approach
- Identification of SEND

The SEND Code of Practice broadly categorised SEND into 4 areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

During our application process students are given the opportunity to disclose any special educational needs. The college will then request information from their place of education to help the college build a history of need. The assessment cycle process within the college allows staff to identify students and refer them for assessment. Students who believe they may have SEND can also discuss these concerns directly with the SENDCo.

The information gathered on learners with SEND is not used as a form of labelling but to inform staff about the nature of their need and to provide teaching strategy suggestions. A Student Support Plan is developed with the aid of this information and the views of the student. This

information is shared with the teaching staff.

Other factors such as attendance and punctuality will affect levels of achievement in all students regardless of any SEND.

### **Graduated Approach**

The historical evidence from feeder schools is used to create a SEND with Access arrangement register. This register contains a list of all students with a SEND, or a medical need that will require additional support in external examinations. Students can be added to the register at any point during their time at college.

Students are categorised as 'SEND support' if they require support that is 'additional and different to' that which the college usually provides, for example additional support in exams that include 25% extra time, scribe, reader, reader and scribe or have a diagnosis of a learning difficulty such as ASD or ADHD that requires special provision to be made. All students with these needs will have a Student Support Plan that provides information about their need and teaching strategies to enable them to be successful and allow staff to provide high quality differentiated teaching. The Student Support Plan is a mechanism for the SENDCo to share strategies with teachers and for teachers to share their views on effective teaching techniques. Students with an EHCP will have a student support plan and the SENDCo will liaise with external agencies to meet the needs of the student.

The effectiveness of the support put in place and its impact on the students' progress is reviewed regularly. Those learners who hold an EHCP are reviewed by Wiltshire County Council at an annual review. We are fully committed to the Special Educational Needs and Disability Code of Practice recommendation of a 4 part cycle – **Assess, Plan, Do, Review**.

**Assess** – In identifying a learner requires SEND support, an assessment of the learners will be undertaken. This assessment will draw on previous progress, attainment and behaviours. This will include subject teachers assessments where relevant, the learners development in comparison to their peers and national data, where appropriate the views and experience of parents, the learners own views and, if relevant, the advice of external support services.

**Plan** – Where it is decided to provide a learner with SEND support the learner will be notified and, if appropriate, the parents/ carers will be notified. All teachers and support staff who work with the learner will be made aware of the needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be recorded in the Student Support Plan.

**Do** – The subject teachers remain responsible for working with the student on a daily basis, using differentiated techniques and strategies outlined in the Student Support Plan. The SENDCO provides support to the teaching staff and can offer advice on strategies that have been successful with the student in the past. In addition the college SENDCo can arrange 1:1 or small group support sessions.

**Review** – The effectiveness of the support and interventions and the impact on the students progress is reviewed regularly and documentation is updated in light of this review. Learners are encouraged to be reflective about their own practice and develop their own targets.

**Record Keeping** – If a learner declares that they have a special educational need, disability or medical issue the information is kept on the SEND and access arrangement register and on the SchoolPod (the college information management system).

## **Managing Students' Needs**

All students at Salisbury Sixth Form College are monitored by the data capture assessment cycle. This data provides evidence to highlight any student that's performance is lower than their predicted target grade or whose performance is causing concerns. If teaching staff feel that this may be due to a learning difficulty, the teachers, with the permission of the student, refer the student to the SENDCo for further investigation or to the learning mentor for 1:1 support. Where students with SEND are underperforming the teacher will consult with the SENDCo and learning mentor to identify the problem and develop strategies to improve performance. These strategies will be implemented and monitored through the data capture assessment cycle. The assess, plan, do, review system will continue throughout the year.

Salisbury Sixth Form College provides a range of Level 3 qualifications where students must meet a set of entry requirements to gain entry to their programmes of study, please see our website for further details. Students will be monitored at each assessment cycle by their tutor and in addition to this students on the SEND register, will also be monitored by the SENDCo. The assessment cycle generates data on academic performance, and attitude to learning. This information is used for 1:1 mentoring sessions with the tutor.

Where students are underperforming academically it is the responsibility of the classroom teacher to provide support through high quality differentiated teaching. This may include extra support with how to construct essays, development of key terminology or exam technique support.

Where further support is required the classroom teacher will consult with the SENDCo or learning mentor to find strategies to support the learner and implement the graduated approach if required. The views and strategies of the student are an essential part of this process and are actively encouraged. The effectiveness of these strategies will be reviewed by the classroom teacher and the SENDCo. There is a greater emphasis on the student to identify when they need support and to seek support to enable them to be successful. This will encourage the student in developing the independence needed to transition into further education.

Salisbury Sixth Form College may engage support from external agencies when required. These agencies may include Child and Adolescent Mental Health Service (CAMHS), educational psychologists, MHST Mental Health Support Team, counsellors, sensory impairment specialists or organisations such as 'The Bridge' for mentoring purposes.

Any student with an Education and Health Care Plan (EHCP) will have an annual review which is in line with statutory guidance.

## **Criteria for Exiting the SEND Record**

Students who have been identified as SEND will remain on the SEND and access arrangement register throughout their time in the college. This is to ensure that the students receive the access arrangements in all internal and external assessments. Any additional support will be maintained until the classroom teacher is confident that the student is managing which is reflected in the assessment cycle data and the views of the student.

## **Supporting Families**

Members of the pastoral team including the SENDCo attend a transition meeting at our local feeder school. This provides a great opportunity to gather valuable information on students with SEND and how they have been supported at school. The college has an induction day near the

end of the summer term so that all students can attend the college and start to settle in. Students are welcome to arrange additional appointments to speak with the SENDCo if they feel it will benefit them to do this.

The college complies fully with recent GDPR changes but strongly encourages communication with parents and carers. If students, parents or carers have any concerns they can contact the SENDCo directly if it is SEND related or use the student's tutor as a contact.

The college SEND report has links to the Wiltshire Local Offer website, which has a valuable range of resources for all types of SEND needs.

### **Access to Examinations**

Salisbury Sixth Form College complies fully with JCQ requirements for all external examinations. The college is required to provide evidence showing a history of need, to identify the SEND using psychometric testing and provide evidence that this is normal working practice within the college. This information is stored by the SENDCo and is subject to inspection by the JCQ.

Salisbury Sixth Form college provides a range of access arrangements so that all students can achieve their full potential. These arrangements may include 25% extra time, rest breaks, reader and a scribe, use of laptop (with or without spellchecker), ear defenders, use of a prompt and modified papers. The level of support will be decided based on the evidence listed above and in line with JCQ guidance.

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

### **Monitoring and Evaluation of SEND**

SEND provision has grown over the past 3 years to support the needs of our students. SEND student value added is measured from examination data and reported to Governors. This provides a useful tool to measure the effectiveness of teaching of SEND students. The college operates a rigorous performance management system where lesson observation and lesson drop ins are common practice. These can be useful tools in observing the performance of SEND students within a classroom situation. Student surveys for SEND should also be implemented to gain their point of view. This should be in addition to subject surveys that are already in place.

### **Training and Resources**

The emphasis on teaching staff to provide high quality differentiated teaching as stated in the SEND code of practice is key to achieving success for all learners. To enable staff to provide the necessary support for students, staff require accurate information on the needs of each learner and ideas of teaching strategies that will support them. Staff receive training on SEND at the start of each academic year. In addition to this staff have regular access to the college SENDCo and can ask for advice and support at any time.

All new staff undergo training in how to access information on the SEND students. There are opportunities for staff to seek advice on how to support individuals with SEND. Themes for staff training on SEND are based on the intake of students and their needs.

The college SENDCo regularly attends Learning Difficulty network meetings as part of the Wessex group of Sixth Form Colleges which share good practice and gain advice.

## **Roles and Responsibility**

### **Academy Governance Committee (AGC)**

The Academy Governance Committee 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.
- Ensure that students with special educational needs and disabilities are fully included in college life, in line with the expectations of the SEND Code of Practice and Equality Act.
- Report to parents on the implementation of the college's policy for students with special educational needs.
- 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 SEND 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 college's SEND policy.
- They are up-to-date and knowledgeable about the SEND provision, including how funding, equipment, and human resources are deployed.
- SEND provision is an integral part of the College Development Plan.
- The quality of SEND provision is continually monitored.

In addition, as part of the Special Educational Needs and Disability Act (2014), the AGC will take any necessary action to ensure that it does not discriminate against disabled students. responsibility for ensuring that any concerns, regarding the safeguarding of students, are dealt with in an appropriate manner and within a designated timescale.

### **SENDCo**

The SENDCo is responsible for coordinating the provision of special educational needs throughout the college. This includes:

- Overseeing the day to day operation of the SEND 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.
- Monitoring and evaluation of the progress of students with SEND, through use of

existing college assessment information, e.g. progress data, external examinations, SchoolPod, and Oxford Analytics data.

- 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.
- Management of the SEND register and SEND records.
- Management of the SEND budget.
- Ensuring that students, identified with SEND, are listed in the SEND Register, on the network and in SchoolPod.
- Co-ordinating Examination Access Arrangements, for SEND students, during external examinations and internal assessments.
- Carrying out assessments and observations of students with learning difficulties and special educational needs.
- Liaising with the Admissions officer, to ensure a smooth transition, for SEND students, from school to the S6C.
- 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.

### **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 SEND students, Looked-After Students, students with English as an Additional Language and students with additional and/or complex needs.

- Contributing to and, where necessary, leading the in-service training of staff.
- Monitoring, evaluating and reporting on the provision for students with SEND, to the AGC, in conjunction with the SENDCo and the SEND Link Governor.
- Oversight of all aspects of SEND provision within the college.

### **Subject Teachers**

Class/Subject teachers are responsible for the progress of students with SEND within the classroom and for providing an appropriately differentiated and inclusive curriculum.

### **Storing and Managing information**

To comply with recent GDPR laws and the Data Protection Act data will be stored on students



until they reach the age of 25. This will include the students SEND information. All information on current students is stored securely and will be archived until it is destroyed. Students are welcome to view their file upon request. To comply with the GDPR regulations parents and carers will need the students permission to view their information.

### **Reviewing the policy**

The policy will be officially on a yearly cycle however it will be reviewed yearly by the SENDCo to ensure it remains compliant with changes in regulations.

### **Accessibility**

Salisbury Sixth Form college is a new building that meets regulations on accessibility. The curriculum at Salisbury Sixth Form College is a range of level 3 qualifications where students will need to meet entry requirements to gain access to the course. The college offers a range of support for students with SEND. High quality differentiated teaching will cater for the majority of needs at a classroom level and independent study is supported through our enabling software. Students with SEND may feel that they need additional support which can be specific to their individual need and can be discussed with the SENDCo or learning mentor.

### **Bullying**

Bullying is not tolerated at Salisbury Sixth Form College. Please refer to our anti bullying policy for more details.

### **Safeguarding students with SEND**

Safeguarding all students is our highest priority at S6C. The life skills programme covers topics that give our students a wide breadth of information ready for adult life e.g. such as internet safety, wellbeing, managing stress and Prevent. Internet safety is introduced in the first week to Year 12 and is revisited in lessons. Safe internet use is supported by the use of the Google suite package. All students receive information on mental health and healthy relationships through the development days. The healthy relationships day covers information on what a healthy relationship entails and signs of peer on peer abuse. Students with an EHCP are mentored by our learning mentor or SENDCo who will ensure the student has covered these topics.

Staff are aware that students with SEND may be more at risk of abuse and report any concerns to the safeguarding team.

Please see the safeguarding policy for more details.

### **Dealing with Complaints**

Please refer to the MLP Complaints Policy for more details.