

Date of last review:	November 2024	Review period:	Annual
Date of next review:	November 2025	Owner:	SENDCO



SEND Information Report

Empowering a future generation

History of Policy Changes

Date	Page	Change	Origin of Change
04/09/2025	2	Learning Mentor details updated	SENDCo

INTRODUCTION

Salisbury Sixth Form College (S6C) is committed to working together with all members of our college community. We would welcome your feedback in the review of our policy, so please do contact us. The best people to contact this year are:

- Nicky Miller SENDCo nmiller@s6c.mlp.college
- Rebecca Anderson Pastoral lead randerson@s6c.mlp.college
- Ben Hillier Head of College bhillier@s6c.mlp.college
- Liz Stavelly Designated Mental Health Lead estavelly@s6c.mlp.college
- Eva Dyson Learning Mentor edyson@s6c.mlp.college
- Sally Watson Learning Mentor swatson@s6c.mlp.college

As SENDCo Nicky Miller's responsibilities include arranging tests for access arrangements, meeting with SEND pupils to discuss progress and liaising with families regarding any SEND concerns.

Rebecca Anderson's role as pastoral lead is to support students outside of the classroom with day to day needs which includes the life skills programme and pastoral issues. Each student will also have a progress tutor who will provide support academically as well being a point of contact for day to day enquiries from parents.

Liz Stavelly's role is to support students to develop positive mental health. Liz promotes positive mental health in the college, provides 1:1 support and makes referrals to relevant outside agencies where appropriate.

Ben Hillier is Head of College and is responsible for SEND as well as many other aspects of college life.

Eva Dyson and Sally Watson work in the study centre and run a range of 1:1 and group sessions. They provide help with the development of good study habits, organisation, literacy skills and revision skills. They can support the use of assistive technology (ReadWrite) along with SEN needs. Our Learning Mentors are also ELSA qualified and can provide 1-1 Emotional Literacy support and run social skills groups.

OUR APPROACH TO TEACHING LEARNERS WITH SEND

At S6C we build on the success of our students from their previous schools. We try to inspire our students to reach their full potential academically and to contribute to the extra curricular aspects of college life.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our college community. The progress of all learners is monitored, and staff continually assess to ensure that learning is taking place. Our whole college system for monitoring progress includes regular student progress meetings with their tutors and regular classroom assessments to monitor progress.

We provide for the following kinds of special educational needs:

- communication and interaction
- cognition and learning

- social, emotional and mental health
- sensory and/or physical needs

HOW WE IDENTIFY SEND

At different times in their college career a young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age:
or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

If a student is identified as having SEND and is not making progress in line with their peers, we will support our students by providing support that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. This may be through adding support in the form of differentiated classroom resources that help meet the needs of the student.

Students can fall behind in colleges for lots of reasons. At S6C we have high expectations of our students with regard to attendance and effort in class and at home. Wherever possible we will support our students with long term health issues that prevent attendance in college but it is likely that poor attendance will affect the student's performance in exams.

ASSESSING SEND

Many of our SEND students join us with a history of need from their previous school and some students' needs will become apparent whilst at college. It is the responsibility of all staff to monitor their known SEND students progress and to be vigilant for signs of difficulty. Staff have access to student support documents where they will describe how they support individual students' needs.

For the purposes of external examinations SEND students are assessed to measure the level of need that they have and whether they would be entitled to any support in the exams. Students who have been assessed in their previous schools may need to be reassessed to comply with JCQ requirements.

All new students starting at S6C will undergo a screening test and this information combined with teacher comments and the student's progress will be used to identify any students who may have an unidentified difficulty. At this point the SENDCo will discuss their concerns with the student and, where appropriate, with the student's parents.

For some students we may want to assess a particular need or seek advice from specialist teams. In our college we have access to various specialist services, some of which are listed below and including those universally provided by Wiltshire Local Authority, which are described on the Local Offer website available at [Wiltshire Local Offer](#)

To assess students for access arrangements, a variety of assessment tools may be used:

In college assessment tools

- WIAT-III T
- DASH 17+
- CTOPP2

Outside agency

- Hearing Impairment Service
- Visual Impairment services
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist SEND service
- Mental Health Support team (MHST)
- Wiltshire SEND team

WHAT WE DO TO SUPPORT STUDENTS WITH SEND AT S6C

Every teacher is required to adapt the curriculum to ensure access to learning for all students in their class. Information about the additional needs of all students is stored on the S6C MIS Ed:gen and on the SEND register. All staff have access to student support documents which state the nature of the students needs and recommendations on how to support the students in class.

Each student identified as having SEND, is entitled to support that is 'additional to or different from' that which is usually available at the college. The type of support is dependent on the individual learning needs, tailored to meet their needs and is intended to enable access to learning and overcome the barrier to learning identified. The implementation of such support is achieved using a graduated approach of assess-plan-do-review, making sure provision is appropriate and effective.

Additional support beyond the classroom may be required by some of our SEND students. This support may help with organisation of work, specific subject support and study skills.

S6C has a Learning Mentor that students can access through self referral or when identified by the teaching staff as needing support. Our Learning Mentor can support a range of study skills such as planning, organisation and essay structures.

All students at S6C have access to the assistive technology package that supports learning both in college and at home. The ReadWrite for Google package works with the Google Workspace service that is embedded in the college curriculum. Students wishing to learn how to use ReadWrite can access support through the SENDCo, Learning Mentor or through the teaching staff.

HOW WE EVALUATE PROVISION AND FIND OUT IF THE SUPPORT IS EFFECTIVE

Students are monitored on a termly assessment cycle. Areas of monitoring include progress in classroom learning, effort and attitude and organisation of work. All students are assessed and any student not making progress will be monitored carefully by their progress tutor and discussed in line management meetings. Any pupil with known SEND performing below the standard of the class will be monitored by the Faculty leaders along with the SENDCo and difficulties will be discussed with the student, teacher, line manager and parents/carers where appropriate. Initial strategies will be put in place in the classroom. The effectiveness of these strategies will be monitored. All SEND students will be monitored by the SENDCo and where necessary will meet with the SENDCo to discuss progress.

There will be opportunities for parents/carers to come into college to discuss progress with teachers at least once a year. All parents/carers are encouraged to email if they have concerns.

If a student has an Education Health and Care Plan (EHCP,) the same review conversations take place, but the EHCP will also be formally reviewed annually.

OTHER OPPORTUNITIES FOR LEARNING

At S6C we believe that all students should have the same opportunity to access extra- curricular activities, either as part of the college curriculum or through our extensive enrichment programme.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENDCo to discuss specific requirements.

PREPARING FOR THE NEXT STEP

Transition is a part of life for all students. Students with SEND who wish to join Salisbury Sixth Form college should state their SEND needs on the application form and if possible provide any additional information regarding their needs. If they would like to meet with the SENDCo to discuss their needs in more detail, they should contact the college and ask to see the SENDCo. Students with an EHCP should talk to Mrs Miller (SENDCo) so that she can arrange a meeting to support the transition into the college.

Students at Salisbury Sixth Form College face the important transition from college to further education or employment. Salisbury Sixth Form College offers excellent careers advice whether a student wishes to continue in education or find full time employment. University applications, applications for apprenticeships or jobs are supported through the development day programme. All students who have had extra time at S6C will be provided with their paperwork for access arrangements. This will help them to start the process of applying for support at university.

HAVE YOUR SAY

S6C welcomes parents and carers as part of the college community. We aim to shape and develop provision for all of our learners ensuring achievement for all and information from parents and students is integral to

this. You are welcome to visit the college when your child is in year 11. We have 3 open evenings per year where you can meet the teaching staff and see the college facilities. Students are invited to attend an induction day after their GCSE exams. If any student/parent/guardian feels that they would benefit from additional support with transition such as additional visits please contact Nicky Miller the SENDCo.

COMPLAINTS PROCEDURE

If you are dissatisfied with any aspect of the SEND provision your child is receiving, in the first instance, please contact the SENDCo, Mrs Miller. If your concerns are not resolved then further guidance can be sought through the MLP Complaints Policy.

USEFUL LINKS

SEND Code of Practice 0-25 years June 2014 lists the following:

- [Contact a Family](#) - for families with disabled children
- [National Network of Parent Carer Forums](#)
- [Children's Education Advisory Service](#) (CEAS)
- [Family and Childcare Trust](#)
- [Council for Disabled Children](#)
- [Patient Advice and Liaison Service](#)
- [Autism Education Trust](#)
- [Bullying Guidance](#)
- [The Communication Trust](#)
- [Dyslexia SpLD Trust](#)
- [I CAN](#) (Pupils' communication charity)
- [MindEd](#)
- [National Sensory Impairment Partnership](#)

Specifically for post 16

- [Disabled Students Allowance](#) (DSA)

Others

- Wiltshire Local Authority works closely with the [Wiltshire Parent Carer Council](#)
- [Action For Children](#) - useful links to other places and a great deal of information and support guidance