

# Local Offer for BSix Sixth Form College

The information below refers to the SEN Education report

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out the support that is available for children and young people with SEN in the local area.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

The following information outlines the support and provision that pupils with SEN can expect at **BSix Sixth Form College**

## *1. Where is your school and who does your school cater for?*

BSix is a proudly comprehensive sixth form college, where we are committed to giving our students a well-rounded education and where we believe strongly that all students are capable of academic success. Our SEND policy and approach is key to achieving this vision.

We believe that all students have the right to achieve their maximum academic and social potential, and we acknowledge that some students may require more support than others to achieve this. We aim to provide equality of access and opportunity to all areas of the curriculum. Our students are taught in an environment where they receive equal respect and in which their individuality is valued.

BSix is a mainstream sixth form, and it is expected that all students attend their mainstream lessons for the majority of their school day, only being withdrawn for specific interventions or programmes.

The college currently supports pupils across all 'broad areas of need' as detailed in the SEN Code of Practice, 2015. The college has a large number of students with SEN, including Education, Health and Care Plans, comprising approximately 16% of our student population.

	Numbers	Percentage of College total
EHCP Students	33	2%
SEND Students	194	14%
Total	227	16%

The data below outlines the type of primary needs of the SEND Students at BSix. The majority of students experience difficulties with Cognition and Learning. We currently support students with the following needs:

- Speech, Language & Communication Needs
- Autistic Spectrum Disorders
- Specific Learning Difficulties (inc. Dyslexia & Dyscalcula)
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Visual Impairment
- Hearing Impairment
- Physical Disability

	Total	Percentage
<b>Communication &amp; Interaction</b>	43	19%
<b>Cognition &amp; Learning</b>	125	55%
<b>Social, Emotional &amp; Mental Health</b>	43	19%
<b>Sensory and/or Physical Needs</b>	16	7%

The aims of the SEND department at BSix are:

- To ensure that reasonable adjustments are made for students with a disability so that they can access the curriculum and extra-curricular activities.
- To ensure that students with SEND engage in the life of BSix alongside those who do not have SEND.
- To reduce barriers to progress by embedding quality first teaching for all students, including those with SEND.
- To close any gaps in progress and achievement between students with and without SEND.
- To ensure that students who receive additional funding have access to the extra resources that will enable them to make good progress.
- To use our best endeavors to secure additional funding for as many students with SEND as we can.
- To develop strong partnerships with parents to support students with SEND.
- To ensure a high level of staff expertise and confidence, through high quality CPD.

**The college contact details are:**

BSix Sixth Form College

Kenninghall Road

London

E5 8BP

Phone: 0208 525 7150

Email: [info@bsix.ac.uk](mailto:info@bsix.ac.uk)

Website: <http://www.bsix.ac.uk/>

SENDCo: Mrs Lisa Novelli

Email: [send@bsix.ac.uk](mailto:send@bsix.ac.uk)

**How to find us:**

Local bus routes: 38, 48, 55, 56, 106, 253, 254, 393, 425, 488

**Nearest Overground Stations:**

- Clapton, Hackney Downs and Rectory Road (5 minutes away)
- Hackney Central (10 minutes away)
- Dalston Junction and Dalston Kingsland Overground station is a bus ride away (488 or 56 bus takes 10-15 minutes)

***2. How does the school know if students need additional support?***

Pre-enrolment

The SEND team are available at all interview and open days, to capture SEND declarations through application forms, interviews and offer letters. The SENDCo will monitor offer forms and make history checks to the secondary school/college of any student who may have SEND. The SENDCo will liaise with Local Authority SEND Teams to identify students with EHCPs consulting to attend BSix.

Enrolment

SEND Interviews.

Self-referrals.

Parent referrals.

History Checks to previous schools/colleges.

Induction

Induction presentation includes information about why it is important to tell staff about learning needs, and how to do so.

Screening Assessments.

Throughout the academic year

Staff referral.

Self-referral.

Parent referral.

Data monitoring.

SEND Assessments internally by SENDCo or externally by other professions.

### ***3. How is curriculum matched to student need?***

At BSix College our aim is to ensure that all of our students achieve their full potential, both academically and socially. We are committed to meeting the needs of students with special educational needs and disabilities, and aim to ensure that all students have access to as broad, balanced and relevant a curriculum as possible, including activities outside of the classroom such as educational visits. In accordance with the Revised Code of Practice 2014, and the college's Special Educational Needs and Disabilities Policy, we recognise that students have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

All teachers at BSix are responsible for students with SEND and are accountable for their progress, through quality first teaching and differentiation. For students who require additional targeted input, this may include support from:

- Student Achievement Officers (SAO)
- Student Support Officers (SSO) in class, shared between several students or 1:1
- Behaviour Mentor (BM)
- Student Welfare Officer (SWO)
- Speech and Language Therapists, either 1:1 sessions or small group work. This work is typically conducted as a block of intensive therapeutic support rather than long-term support.
- A range of literacy interventions run across the college, such as Units of Sound, Beat Dyslexia and 1:1 Interventions with specialist SSOs. These interventions are determined by thorough, rigorous and regular student assessments.
- External Specialists, eg: Educational Psychologists, Occupational Therapists, Counsellors, Mental health Nurses, Physiotherapists etc.

### ***4. How accessible is the school?***

The college has lifts throughout the building, disabled toilets. The first aid room and one sports changing room is fitted with hoist for those requiring this additional level of support. Rise and Fall tables make classrooms accessible. Manual Handling and Personal Care training for staff is provided as required.

### ***5. How are students who require access arrangements identified?***

Access Arrangements are an exceptional arrangement approved before examinations take place to enable candidates with SEND or temporary injuries fair access and equality of opportunity to access assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a substantial disadvantage compared to their peers who do not have disabilities. Applications of access arrangements must be supported by compelling evidence showing a history of need and of the arrangements being the candidate's usual way of working. Access arrangements and reasonable adjustments may include:

- Extra time allowance
- A reader/computer reader
- A scribe

- A prompter
- An oral language modifier
- A practical assistant
- A word processor
- Modified papers
- Separate room invigilation
- Rest breaks

The college ensures that screening tests for Access Arrangements are conducted at the beginning of the academic year and that Access Arrangements are in place for students requiring this provision in both internal and public examinations.

In order for examining boards to approve applications for access arrangements, students must have an up-to-date assessment carried out no earlier than year 9 by a specialist assessor approved by the college. Core evidence provided by standardised assessments must confirm that the student has at least one 'below' average standardised score of 84 or less relating to speed of processing and reading accuracy, reading comprehension, speed of reading, speed of handwriting or spelling.

The SENDCo is a British Psychological Society accredited assessor, holding the Certificate in Psychometric Testing, Assessment and Access Arrangements. The SENDCo holds the BPS Test User Educational qualification and is on the BPS's Register of Qualifications in Test Use.

#### ***6. How does the school consult and involve students in their education?***

Person centred planning and reviews place the student at the heart of decision making for the education, targets and outcomes of students with SEND. Each student on the SEND register is actively involved in setting and monitoring their own targets through termly SEND Review meetings with their SAO, SSO, SENDCo, parent/carer and other professional as required.

The college has an active student union. A representative from the SU sits on the board of governors and on the BSix Equality, Diversity & Inclusion Steering Group.

#### ***7. How does the school liaise with parents / carers over their child's progress?***

We recognise the importance of making and maintaining strong home-college links and, at all times, endeavour to work closely with parents and students to ensure that their wishes and concerns are fully considered. This is done by:

- Regular planning and review meetings are organised to ensure that appropriate interventions and support are provided to meet individual student needs and these are communicated to parents / carers.
- SEND Support Plans for pupils with EHCPs.
- Annual Reviews for pupils with EHCPs.
- Termly parents evenings.
- Meetings with other professionals, such as Educational Psychologists

- Effective communication between secondary schools and colleges at the point of transition

We also aim to promote and maintain effective communication between all professionals involved with the student.

### ***8. How are students supported in transition to other settings such as further education / training?***

Regular Open Days are held for all potential students, as well as Experience Days for all students with offers.

The SENDCo liaises with the local authority to identify and plan the transition of students with SEND who will transfer to BSix, attending Y11 transition Annual Reviews where possible.

A number of transition programmes are run in collaboration with a number of local schools, including Clapton Girls School, Stormont House Special School and Haggerston School.

Working partnerships are developing with traineeships such as The Tower Project and National star ensure progression pathways for students transitioning from BSix.

All students with EHCPs are entitled to access termly specialist careers advice with a Prospects careers adviser, who attend all relevant Annual Reviews and offer expertise to students and families during the transition process.

### ***9. What training do staff supporting children with special educational needs undertake?***

All new staff receive SEND training as part of their induction process. Further training is conducted as needed throughout the year, both on general SEND topics and at a student-specific level.

All support staff undertake the National Association of Special Educational Needs SEN CPD Programme Focus on SEND. According to NASEN, "This training is a free course aiming to help teachers and educational practitioners working across the 0 - 25 years age range to develop high quality practice in order to better meet the needs of their learners with SEND. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice- led, enquiry-based and collaborative approach. The modules explore: high quality practice and what this means for SEND; the participation and engagement both of children or young people and of their parents and families; identifying needs and the role of assessment; the process for arriving at meaningful outcomes; meeting needs and how the cycle of assess, plan, do, review can be used to best effect." <http://oln.nasen.org.uk>

Additional, specialist training may also be provided to staff by external experts, such as the specialist team at Hackney Learning Trust.

#### **10. Who is part of the Special Educational Needs and Disability Team and who can I contact for further information?**

The SEND Team is led by the SENDCo, Lisa Novelli. The SENDCo currently sits on 3 steering groups: the BSix Equality, Diversity & Inclusion steering group, the Aim Higher Disability steering group and Hackney SENDIAGS steering group.

The SEND team includes:

- Student Support Officers,
- Student Achievement Officers
- Behaviour Mentors
- Student Welfare Officer

The Department also has links with many external agencies who provide additional support such as

- Counselling,
- Art Therapy
- Speech and Language Therapy
- Occupational Therapy and
- Educational Psychology.

Contact Details:

Telephone 0208-525-7150 ext. 393

Email: [send@bsix.ac.uk](mailto:send@bsix.ac.uk)

#### ***11. Where can I find more information about SEND in Hackney?***

Specific information regarding the Local Offer in Hackney is located here:

<http://www.hackneylocaloffer.co.uk>