

## *BSix SEND policy*

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## *Vision*

BSix is a proudly comprehensive sixth form, 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. This policy aims to ensure that we identify and assess learning difficulties and disabilities, and that we ensure that learning is supported and differentiated to ensure good progress is made by all students.

This Policy meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (June 2014)
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- The BSix Safeguarding Policy
- The BSix Accessibility Plan
- The Teachers Standards 2012

## *Aims*

The aims of the SEND policy 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, and therefore 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 endeavours 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.

- To work with health care professionals to ensure that students with medical difficulties and health issues achieve full inclusion in all College activities.
- To build strong and productive relationships with the Hackney Learning Trust and other local providers to ensure that there is a multi-disciplinary and multi-professional approach to meeting the needs of all our students with SEND.

### *Responsibilities and Staffing*

Students, including those with SEND, are expected to take responsibility for their own learning to a degree appropriate to their stage of development and specific learning needs.

All teachers at BSix are responsible for the progress of the students in their class, and this includes those students with SEND. Teachers are expected to

- Plan teaching effectively, allowing for the diverse learning needs of all students, including those with SEND.
- Ensure that the information on Pro Monitor about a student's learning needs is used as part of the lesson planning process.
- Refer students to the SENDCo and Student Development Centre if they have any concerns or require any support.

The Principal is responsible for setting the vision and strategy for all students, including those with SEND. The Principal is also responsible for ensuring that the governors, in particular the SEND governor, are kept up to date regarding all SEND issues.

The day to day co-ordination of provision of additional support for students with SEND at BSix is led by the Vice Principal for Student Development, and managed by the Head of Student Support and the SENDCo. The detailed responsibilities of the SENDCo can be found in the role description (an appendix to this policy).

The development of teachers and teaching practice, including the development of teachers' ability to teach students with SEND, is led by the Assistant Principal for Quality Improvement and managed by the Heads of Department.

Parents and Carers are requested to be actively involved in working with BSix to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

Heads of Department are expected to:

- Ensure fully differentiated quality schemes of work and resources are in place.
- Monitor, evaluate and review the quality of teaching and learning across the subject area with regard to students with SEND
- Monitor the academic progress of students with SEND across the curriculum ensuring that the identified strategies on a student's Pro Monitor are in place.

## Identifying SEND

### What are Special Educational Needs (SEN) or a disability?

At BSix we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

BSix also recognises that other factors may influence a student’s progress and attainment, but do not necessarily mean that the student has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a student to make normal progress.
- Attendance.
- Health and welfare.
- English as an additional language.
- Home background and family circumstances (e.g. being a young carer)
- Being a looked after Child or a Care Leaver.
- Being a child of Service personnel.

Sometimes young people present with challenging behaviour. This is not necessarily because they have a special educational need, but it may still be the case that support is required to help them manage their own behaviour.

## Identifying SEND

We recognise the importance of early identification and aim to identify students’ special needs as early as possible. Our aim is to facilitate the early identification of young people with SEND through the following systems:

- **Pre-enrolment:** the Head of Student Support and SENDCo will monitor offer forms and contact the secondary school of any student who may have SEND.
- **Start of the new academic year:** The Vice Principal for Student Development will ensure that student induction includes information about why it is important to tell staff about learning needs, and how to do so.
- **Throughout the year:** If staff believe that a student may have undiagnosed SEND, they should make a SEND referral on Pro Monitor.

### *Assessments following a staff referral:*

The SENDCO will see referred students within two weeks of being referred. The SENDCO will have a “SEND referral follow up” meeting with the student, in which they will assess the student using a variety of strategies including history checks and the use of external professionals where necessary. The SENDCO will then ensure that the SEND profile and SEND support pages of Pro Monitor are updated accordingly.

We advise that if parents have concerns relating to their child’s learning then please initially discuss these with their child’s tutor or Senior Tutor. This then may result in a referral to the SENDCo. Parents may also contact the SENDCo directly if they feel this is more appropriate.

### *SEND Support*

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in BSix and to increase their access to the taught curriculum.

Students’ progress and attainment is tracked every half term using the whole College tracking system, and those students failing to make expected levels of progress are identified very quickly. Intervention is then put in place by the Heads of Department.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the student, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that HWSF considers that their child may require SEN support and their partnership sought in order to improve attainments.

### *Monitoring the quality of SEND provision*

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observation by the senior management team, the SENCo and external verifiers;
- ongoing assessment of progress made by students with SEND;
- work sampling and scrutiny of planning to ensure effective matching of work to student need;
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND;

- student and parent feedback on the quality and effectiveness of interventions provided;
- attendance and behaviour records.
- All students have a minimum acceptable grade - an individual target for each course they are enrolled on, set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

### *Admissions*

Bsix is a comprehensive, co-educational Sixth Form, and has an open enrolment policy. The College ensures that students with SEND are admitted on an equal basis with others in accordance with our Admissions Policy.

For children with an EHCP or Statement, parents have the right to request a particular school or College, and the local authority must comply with that preference and name BSix in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the young person, or\
- The attendance of the young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name BSix in a child's EHCP, the local authority will send the College a copy of the EHCP and we will consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of College where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special School if they consider that their child's needs can be better met in specialist provision.

### *Working with Parents*

Students' attendance and achievements are shared with parents every half term through the whole College's reporting systems. All parents, carers and supportive family members are invited to family information evenings at the start of the academic year to induct them into the College's ways of working. The SEND Department hold an initial information Parents meeting at the beginning of the academic year, followed by half-termly coffee meetings hosted by SSOs on Wednesday mornings.

Who can parents contact for further information or if they have any concerns? If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding BSix's response to meeting these needs they are encouraged to contact the following:

- The student's tutor/subject teacher
- The student's Senior Tutor
- The student's Head of Department
- The SENCO

- The Head of Student Support
- The Vice Principal for Student Development

Contact details can be found on our website, and in our parents' information booklet.

### ***Support services for parents of students with SEN:***

The Information Advice and Support Service Network (IASS) offers independent advice and support to parents and carers of all children and young people with SEND. The contract on the nearest IAS can be located via [www.iassnetwork.org.uk/](http://www.iassnetwork.org.uk/)

For parents who are unhappy with the Local Authority or College responses to their child's SEND, mediation may be sought from the regional mediation services. Information on this free service is located at [www.gov.uk/special-educational-needs-disability-tribunal/before-you-appeal](http://www.gov.uk/special-educational-needs-disability-tribunal/before-you-appeal).

Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. They can also appeal to the tribunal if BSix or the council has discriminated against their disabled child. Information on this process is available at [www.gov.uk/special-educational-needs-disability-tribunal/overview](http://www.gov.uk/special-educational-needs-disability-tribunal/overview).

KIDS London SEN Mediation Service ([www.kids.org.uk](http://www.kids.org.uk)) is an independent disagreement resolution service that provides mediation meetings for parents of children with special educational needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

### ***Transition to the next Stage, preparation for adulthood and independent living***

BSix has two careers advisers that offer specialist support to all students. One adviser focuses on offering guidance to students on Entry – Level 2 qualifications, and the other offering guidance to students on Level 3 qualifications. Both advisers offer information, advice, and guidance on apprenticeships, employment, and progression to higher education. The advisers are available Monday – Friday for careers interviews, and take regular student referrals from members of staff.

The careers advisers are closely involved in the writing of the ILPs for SEND students, and both have considerable professional experience working with students who have a learning difficulty or disability. SEND students can also access careers guidance through additional programmes that the college offers. BSix runs the Barclay's Life Skills programme and is involved in the Preparing for Adulthood Project with the Hackney Learning Trust.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages ([nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)).



### *Students with medical needs*

Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with parents and the student themselves.

The College has a team of trained first aiders. If they will be required to administer and/or supervise medications, they will complete any additional formal training necessary.

### *Continuing Professional Development*

The Vice Principal for Student Development will ensure that the College's CPD plan includes a strong focus on SEND and other inclusion issues. The VP will also run regular CPD sessions for SSOs and SAOs.

For more detail, see the College's CPD policy.

### *Storing and managing information*

Please refer to the College's Data Protection Policy.

### *Accessibility Plan*

Our accessibility plan describes the actions BSix has taken and plans to take to increase access to the College environment and the curriculum.

### *Complaints*

For complaints, please contact the SENDCO in the first instance. They will deal with the matter or refer it to the appropriate person. Should you not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Principal. If the complaint is about the Principal then contact the Chair of Governors via the clerk to Governors (address)

Please also have reference to our College complaints policy.

### *References*

- The SEND Code of Practice (January 2015). This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It can be found at the following website:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf).
- 'Supporting Students at School with Medical Conditions' gives further statutory guidance and can be found at:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349435/statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf).