

## SEND Policy

### 1. Aims

Our SEND policy and information report aims to:

- Set out how our college will support and make provision for students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' and colleges' responsibilities for students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' and colleges' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

### 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools and colleges.

According to the Equality Act 2010, a disability is deemed to be: 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities'.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a student being considered as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. (SEND Code of Practice)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools and colleges.

## 4. Roles and responsibilities

### 4.1 The Head of Inclusive Support is Liam Broom.

Will:

- Work with the Principal, Vice Principal Student Services, Head of Foundation and Inclusive Learning and SEND governor to determine the strategic development of the SEND policy and provision in the college.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- **Advise on the graduated approach to providing SEND support.**
- Advise on the deployment of the college's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, including local authorities and their support services.
- Ensure that future destinations of students with known SEND are liaised with when appropriate to ensure those students and their parents/carers are informed about their options and are able to plan a smooth transition.
- Work with the Principal, Vice Principal Student Services and Head of Foundation and Inclusive Learning to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements in line with regulations published by the Joint Council of Qualifications (JCQ).
- Ensure that appropriate record keeping is in place in regard to assessments, plans, provision and reviews for all students with known SEND
- Ensure that the college is actively welcoming to prospective students with known SEND and endeavour to be an accessible link between the college and students' prior placements

### 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the college and update the governing board on this.
- Work with the Vice Principal Student Services and Head of Inclusive Support to determine the strategic development of the SEND policy and provision in the college.

### 4.3a The Vice Principal Student Services

The Vice Principal Student Services will:

- Work with the Head of Foundation and Inclusive Learning, Head of Inclusive Support and SEND governor to determine the strategic development of the SEND policy and provision in the college.

#### **4.3b The Head of Foundation and Inclusive Learning**

- The Head of Foundation and Inclusive Learning will have responsibility for the line management of the Head of Inclusive Support.
- Have overall responsibility for the provision and progress of learners with SEND.

#### **4.4 Teachers**

Each teacher is responsible for:

- The progress, development and accountability of the students in their classes, including students who work with Student Support Officers or other support staff (SEND Code of Practice).
- Working closely with any in-class Student Support Officers (SSOs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Providing reasonable adjustments and appropriately differentiated teaching that endeavours to meet the learning needs of their SEND students, outlined in their individualised Student Support Plan.
- Work alongside the Inclusive Support Department to review the SEND provision accessed by their students.
- Informing the Inclusive Support team of any undetected awareness of students with SEND, mental health or medical needs
- Ensuring they follow this SEND policy

### **5. SEND Information Report**

#### **5.1 The categories of SEND that are provided for**

Our college currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition (ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### **5.2 Identifying students with SEND and assessing their needs**



Students with an Education Health and Care Plan (EHCP) from a local authority are encouraged to declare their need upon application or via their local authority through an official consultation. Students will be interviewed by a member of the Inclusive Support Department as soon as their SEND status is known, through which an initial plan for their support will be created. In the case of a late entry or where no local authority consultation has taken place, local authorities are contacted so that the EHCP can be amended to indicate that BSix is the chosen placement for the student.

We will assess each student's current skills and levels of attainment on entry. If the student is a vocational level 1 or 2 student, they will sit an initial assessment. If the student is a level 3 student, they will sit an initial assessment within their subject groups which will build on previous settings and learning. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the student's previous rate of progress;
- Fails to close the attainment gap between the student and their peers;
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Support is delivered in three stages:

**Wave 1:** Differentiated learning through Quality First Teaching by the subject teacher. Reasonable adjustments and support strategies are agreed between teachers and the designated Student Support Officer, these are formalised on a Student Support Plan and SEND Profile and are shared between all concerned staff. Most reasonable adjustments and support strategies will be implemented via good quality, inclusive teaching which is informed by both general advice accessible to teachers as well as the students individualised Student Support Plan.

**Wave 2:** After appropriate Wave 1 support has been put in place, if a student is still unable to make expected progress, a request for direct support via the Inclusive Support Department can be made. The nature of this support is dependent on the student's known needs and may include (but is not limited to) access to in-class support, group interventions, 1:1 interventions or a combination of provisions.

**Wave 3:** If students remain unable to make expected progress in spite of attempts to meet their SEND with both wave 1 and 2 support in place, further assessments may be necessary via referrals to Hackney's Educational Psychology service, the college's Speech and Language Therapy provision, Child and Adolescent Mental Health Services (CAMHS) or other external agencies. An application for an EHCP Needs Assessment may also be recommended by the Inclusive Support Department.

**Note:** In cases of known severe or profound SEND, Wave 2 or 3 support may be put in place immediately, but never in the absence or appropriate Wave 1 support.



The college has a policy of not withdrawing students from their lessons, therefore, all individual specialist support sessions take place in the student's free periods. Additionally, some students may have in-class support with a Student Support Officer and/or attend small group workshops. If the student has an EHCP, wherever possible the Head of Inclusive Support will attend the last annual review at their prior placement. An additional informal meeting with the student, parent/carer and the Inclusive Support Department takes place. At the meeting a history of support is taken along with information from the EHCP and an initial plan of required support is discussed. An individual tailor-made provision map of support is then produced and sent to the Local Authority, together with an application for funding.

Exam Access arrangements are assessed alongside SEND. According to JCQ regulations, it is not permissible to provide support exclusively for examinations, all exam access arrangements must be informed by the students 'Normal Way of Working', as defined by JCQ's guidance 'Adjustment for candidates with disabilities and learning difficulties'. The 'Normal Way of Working' is demonstrated by reviewing Wave 1 support given via teaching staff. Exam access arrangements can only be given to students who are regarded as having a disability according to the Equality Act (2010).

Assessments are available via the Inclusive Support Department to analyse:

- Single word and whole sentence reading;
- Writing speed and handwriting;
- Spelling;
- Working and short-term verbal and visual memory;
- Sequencing skills;
- Phonological awareness and memory;
- Underlying ability (visual and verbal);
- Maths (if appropriate).
- Dyslexia screening
- Initial Mental Health assessments (via the College counselling service)

Exam access arrangements on mental health or medical grounds also must be evidenced via Wave 1 support and documentation from medical professionals.

### **5.3 Consulting and involving students and parents/guardians**

As a post 16 institution, it is the aim of the Inclusive Support Department to empower students to become confident and autonomous young adults who are independent learners ready to face the world of work or higher education. For support, this means that the student's voice comes first.

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the student's wishes and needs.
- We take into account the parents'/ carers' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.



Notes of these early discussions will be added to the student's record on the student's ILP on Pro Monitor and liaison with parents/carers regarding support will take place.

Once a student has been allocated a Student Support Officer (SSO), the SSO will contact home with the student's permission. If there are any safeguarding concerns whilst the student is being supported, the tutor will report the issue to the Head of Inclusive Support, the Safeguarding team and liaise with home as necessary.

For students without an EHCP, please note that as the student is over 16, termly Provision Map reports will not be sent to the home but will be kept on file and discussed with the students at their review. Support progress will be reported to parents/carers at Parents' Evenings. Parents/carers can contact the Inclusive Support team with any concerns at any time.

Liaison with parents/carers of students with an EHCP will be continuous throughout their support programme via e-mail, telephones and meetings and they will be invited to the student's Local Authority (LA) annual review.

#### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** using Provision Maps in conjunction with termly Estimated Grade reports.

The subject teacher will work with the Inclusive Support Department to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The student's own views.
- The views and experience of the parents/guardians.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs via the student's ILP on Pro Monitor, email liaison and verbal liaison where appropriate. The outcomes are sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

For all high needs students, monitoring notes are completed for every 1:1 support and in-class support lesson.

## **5.5 Supporting students moving into HE / FE or employment and preparing for adulthood**

All students receive support in preparation for employment or progression to higher education. For those students applying to higher education, there is an Inclusive Learning HE programme, if necessary, students and their parents / carers are led through the application process for the DSA (Disabled Students' Allowance). Students attend the annual Careers Fair and a Supported Internship information evening to find out about available support and information, advice and guidance for the next steps.

Individual liaison is also maintained between the college and support departments at university and FE institutions or employers. Student Support Officers will attend careers meetings for every student with an EHCP or supported student who requests staff attendance and help with applications is given. Liaisons with home is maintained as appropriate.

Future plans are discussed with students at each termly review, at parents' evenings and LA annual reviews.

## **5.6 Our approach to teaching students with SEND**

The Inclusive Support team concentrates on delivering a holistic, multi-disciplinary approach when supporting students with SEND that addresses the educational and psycho-social development of students and their well-being, whilst nurturing the college principles of respect, integrity and feeling valued. Support is centred on the young person, is tailor-made and includes close liaison with parents/carers where appropriate, college staff and external agencies.

All students that are new to the college are given an induction session with their Student Support Officer, and where appropriate, part of the support programme for the autumn term is based on the successful transition into the sixth form college environment.

Teachers are responsible and accountable for the progress and development of all the students in their class, including those with SEND.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- 1:1 and small group subject tutor support.
- 1:1 and small group specialist support (for qualifying students).
- In-class support with a specialist Student Support Officer (for qualifying students).
- Inclusive Support drop-in sessions for students on all levels.
- Access arrangements for public examinations.
- Appropriate Social, Emotional and Mental Health (SEMH) support

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, giving handouts before the lesson, sensory breaks etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, extended deadlines etc.
- The curriculum is adapted on a case by case basis to ensure that students with SEND can access the curriculum, for example, a student sitting a one-year vocational course may be able to sit it in two years.

### **5.8 Additional support for learning**

Individual specialist support is carried out by a team of qualified and experienced specialist staff who also have their own subject specialism. For students who have other support needs, support staff work closely with external agencies, such as Speech and Language Therapists, CAMHS clinicians and specialist teachers from Hackney Learning Trust.

Students who have known support needs but do not wish to work with the Inclusive Support Team will be monitored by their tutor and re-referred to the department if necessary. These students will also be able to access support at a later date if they become open to support.

### **5.9 Expertise and training of staff**

We have a team of Student Support Officers who are responsible for leading the SEND provision for their assigned caseload of students; this includes monitoring the Wave 1 support and assisting teaching staff who have queries regarding their students SEND. In the last academic year, staff have received continuous professional development in Inclusive Support. The Head of Inclusive Support is a qualified Joint Council for Qualifications (JCQ) access arrangements assessor and receives annual updates on the latest exam board regulations. Enrichment courses are run to develop the students' social and emotional skills. A rolling programme of inset for subject tutors and informal Inclusive Support lesson observations of mainstream subject lessons take place to enhance the teaching and learning experience of both the student and to support the classroom teacher.

### **5.10 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Measuring and reviewing students' individual progress towards their goals each term via Provision Maps and Estimated Grade reports.
- Reviewing the impact of interventions after 6 weeks.
- Departmental observations.
- Using student questionnaires.
- Monitoring by the Head of Inclusive Support.
- Holding annual reviews for students with EHC plans.





- End of year departmental self-assessment report, student results and case studies.
- Termly reviews of Student Support Plans
- Feedback from teaching staff

### **5.12 Enabling students with SEND to engage in activities available to those in the college who do not have SEND**

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

All students are encouraged to attend all college trips.

All students are encouraged to take part in college special events.

**No student is ever excluded from taking part in these activities because of their SEND need.**

- Students are encouraged to declare on the college application form if they have a learning difficulty, disability, mental health condition or medical condition. Wherever possible, a specialist member of the Inclusive Support Department will interview the student to ensure that the correct support can be put in place. Upon application, students are also asked whether they or their parent/ carer will require any assistance at the interview.
- Throughout the year, students are given the opportunity to declare a learning difference or disability via their personal or subject tutor. The Inclusive Support Department can also be directly accessed by students during normal college hours to discuss their concerns.
- The college endeavours to respond to all SEND needs with appropriate support. There is also an Equality and Diversity Committee that discusses ways to enhance the inclusive and equitable ethos of the college.
- The college has 2 lifts and ramps throughout the college. There are disabled bathroom facilities on each floor. The college has Evac chairs on each floor in case of emergency and a medical room where students may go if they feel ill or need to self-medicate.
- All staff receive safeguarding training at the beginning of the academic year. Any staff employed through the year receive training within 2 weeks.
- All staff receive training in the Prevent Duty and complete an online training course.
- All students are attached to tutor groups and have taught lessons on safeguarding topics, Prevent and British Values.
- BSix has a robust pastoral structure with welfare and safeguarding at the heart of the college's work.

### **5.13 Support for improving emotional and social development**

The college provides support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the college council.
- Students with SEND are also encouraged to be part of college workshops and enrichment activities to promote teamwork/building friendships etc.
- A college wellbeing enrichment programme, provided by the Inclusive Support department.
- The fully trained and experienced college counsellor is available to speak with students.



- The Inclusive Support department works closely with the Student Welfare and Safeguarding team.
- The department has a well-being / sensory room for students that require sensory breaks.

The college has a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

When required, external professionals are encouraged to contact Student Support Officers to discuss concerns regarding students on their caseload. The Head of Inclusive Support is the first point of contact for liaison with external agencies if the student concerned has not been assigned an SSO. The department works with various local authorities within London.

There is a regular program of training led by CAMHS and the college's Speech and Language Therapist attended by both teaching and support staff as well as ad hoc training sessions to address emergent needs throughout the year.

#### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our college should be made in the first instance to Liam Broom, Head of Inclusive Support. They will then be referred to the college's complaints policy.

The parents/carers of students with SEND have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

#### **5.16 Contact details of support services for parents of students with SEND in Hackney**

Hackney SENDIAGS (SEND Information, Advice and Guidance Service)

<https://hackneysendiags.co.uk/>

### **6. Monitoring arrangements of the SEND Policy and Information Report**

This policy and information report will be reviewed by the Vice Principal Student Services every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Principal and the governing board.



## **7. Links with other policies and documents**

This policy links to our policies on:

- Health and Safety
- Equality and Diversity
- Supporting students with medical conditions
- Safeguarding policy

## **8. Useful websites:**

<http://www.dyslexiaaction.org.uk/>

<http://www.autism.org.uk/>

<https://www.adhdfoundation.org.uk/>

<http://www.adhd.org.uk/>

<https://rnib.org.uk/>

<http://www.deaf-first.org.uk/>

<https://www.mind.org.uk/>

<http://bemindful.co.uk/>

<http://www.nasen.org.uk/>