

PRIESTLEY COLLEGE

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY, GUIDANCE & PROCEDURES

Policy

Priestley College is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our learners whatever their learning needs or disability.

In meeting this Policy, account will be taken of the following context, information and guidance. The procedures and other arrangements which will operate at the College are also outlined in the following sections.

Much of the information/guidance is taken from authoritative sources and, in most cases, is reprinted in full even though it is recognised that some aspects of the information/guidance are unlikely to be directly applicable to Priestley College and its users.

Context

Priestley Sixth Form College is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our learners whatever their learning needs or disability. The SEN and Disability Code of Practice (2014) 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”.

It is important to remember that not all learners with disabilities have special educational needs (SEN) and not all learners with SEND (special educational needs and disability) meet the definition of ‘disability’ but this policy covers all of these learners.

As a College serving learners aged between 16-19 years, we feel it is particularly important that:

- The views, wishes and feelings of the learner are listened to and respected.
- The learner’s parent’s/ carer’s views, wishes and feelings are taken into consideration, where appropriate.
- We provide support for learners in order for them to achieve the best possible education and other outcomes.

The rest of this document sets out how this will be achieved. Our adherence to the Policy will be informed by the following legislation and statutory framework: the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), the Children and Families Act (2014) and the Equality Act (2010).

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The Equality Act (2010) (EA) requires institutions to make “reasonable adjustments”. This means putting things into place to make it easier for learners with disabilities and 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 in order 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 the young person’s “age, ability, aptitude or SEN” does not make it “incompatible with the efficient use of resources of the efficient education of others.” At Priestley, 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 document should also be read in conjunction with the Single Equality Scheme and the ‘College Offer’.

Other Related Policies and Procedures

- [Admissions Policy](#)
- [Bullying and Harassment](#)
- [Single Equality Scheme](#)
- [Race Equality Policy](#)
- [Complaints Procedure](#)

1. Our Vision

Priestley College is fully committed to providing equality of opportunity for all of our learners. The College welcomes learners with difficulties and disabilities and seeks to provide all learners with appropriate support. Learners with significant support needs will, through consultation with the Study Support Team and involved agencies identified in their Educational Health and Care Plan (EHCP), develop person-centred inclusive support. Inclusive learning is at the centre of the learning experience:

“This means we must move away from labelling the student towards creating an appropriate educational environment; concentrate on understanding better how people learn so that they can be better helped to learn’ and see people with disabilities and/ or learning difficulties first and foremost as learners”.

Tomlinson, 1996 : 4

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The College Mission Statement

Priestley College is committed to equality of opportunity for all who learn and work here. We respect and value the diversity of our staff, students, visitors, contractors, governors and the community. We strive to create a positive working and learning environment where everyone is encouraged to meet their full potential. This commitment is enshrined in our College Mission Statement:

Our mission is to realise potential through inspirational teaching and learning in a wholly supportive and caring environment.

Underlying Principles:

The College will support these aims by providing the following characteristic qualities of education for all its 16 to 19 year old learners:

- A structure of tutorial and pastoral support for the individual that encourages all learners to realise their potential, cope with difficulties and develop their potential successfully.
- A high quality teaching and learning experience.
- A broad and balanced educational experience.
- A lively and stimulating learner community with which learners can identify and in which they are encouraged to participate.
- The provision of appropriate high quality accommodation and the maintenance of a well-kept environment specifically designed for sixth form study.
- High expectations from all staff of all learners.
- High expectations of all learners of all staff.
- The freedom to pursue educational activities within the College community unhindered by race, religious belief, gender, physical disability or social background.

The College adheres to the concept that meeting special needs is a 'whole College responsibility' and the provision for the learner is the responsibility of all staff.

As a part of this commitment the Study Support Team aims to identify those learners with additional educational and/or health needs and provide strategies to enable and support staff to meet the needs of these learners.

2. Special Educational Needs – Definition

The Children and Families Act 2014 states that

1. 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

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- be made for him or her.
2. A child of compulsory school age* or a young person has a learning difficulty or disability if he or she—
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
 3. A child under compulsory school* age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
 4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

* Usually, users of Priestley College will not be 'of/under compulsory school age', but the definitions are nonetheless helpful.

3. The Objectives of the SEND Policy

The specific objectives of this SEND policy are as follows:

- To identify learners with special educational needs, disabilities and health needs and ensure that their needs are met.
- To ensure that learners with special educational needs, disabilities and health needs have access to all of activities at College.
- To ensure that all learners make the best possible progress and achieve the best possible outcomes.
- Where appropriate and with the permission of the student to ensure parents/ carers are informed of their child's special educational needs and effective communication between parents/ carers and the College is maintained.
- To ensure that learners are given opportunities to express their view and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies where appropriate.

4. Admissions Protocol

The College accepts learners with a wide range of special educational needs, disabilities and health issues provided they meet the minimum entry requirement for each subject and provided the learner completes the Admissions Procedures and protocols. The Admissions Procedure consists of an on-line or hard copy application, interview in College and attending an induction Welcome Day. Students with

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additional learning or significant health need will also be invited to attend for visits as appropriate prior to starting. The College works with outside specialists, where necessary, to ensure that learners with special educational needs, emotional/behavioural problems, health needs or physical difficulties or impairment are fully integrated into all aspects of college life.

It should be recognised that the College is a busy community where learners are given the responsibility to manage their own behaviour, including time spent on and off site. All learners are offered places at College upon the understanding that the College is a safe and appropriate learning environment for their needs and, where there is concern that this may not be the case, or that the wellbeing or educational progress of others may be compromised, it may not be possible to offer a place, or offers of places may be withdrawn.

Learners who require special facilities are identified during the admissions procedures and appropriate adjustments are discussed. If necessary, the College will make seek advices in negotiation with the Borough Officers in regard of a bid for additional funding support to make any necessary reasonable adjustments.

5. The Study Support Team

At the College, Matthew Grant (Principal) is the overall line manager for the Study Support Department. Fran Evans (Director of Student Services) is responsible for overseeing strategic operation of the SEND policy. Judith Grant (Study Support Manager) is supported by Talia Gifford (College Specialist Assessor) and the rest of the Study Support Team in the day-to-day running of the department. A member of the Governing Body (currently Matthew Grant) takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for learners with special educational needs.

6. The Role of the Learning Support Department

The College's Governing Body has determined the following as the key responsibilities for the Study Support Department, and will monitor the effectiveness in the department in undertaking those responsibilities:

- a) In relation to learners with special educational and or health needs:
 - Identifying the learner's special educational needs;
 - Coordinating the special educational provision for the learner which meets those needs;
 - Monitoring the effectiveness of any special educational provision for the learner;
 - Securing relevant services for the learner where necessary;
 - Ensuring that records of the learners special educational needs and the special educational provision made to meet those needs are maintained and up to date;

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- Liaising with and providing information to the parent/carer of the learner, where appropriate and with permission
- Ensuring that, where the learner transfers from and to another educational institution, the learner is supported and information is shared, where appropriate and with permission
- Promoting the inclusion of the learner in the College community and access to the College's curriculum, facilities and additional studies activities.
- b) Selecting, supervising and training Study Support staff at College who work with learners who have special educational needs;
Advising teachers at the College about differentiated teaching methods
- c) appropriate for individual learners with learning support needs or disabilities and or health issues through the generation of Health-care plans ;
- d) Contributing to in-service training for teachers at the College to assist them to carry out the tasks referred to in (a) and
- e) Preparing and reviewing the information required to be published by the Governing Body in the department SAR.

7. Specialism(s) and special provision

The College does not have any specialist units.

8. Special Facilities

The College is equipped with lifts and ramps in the main buildings, making each of these accessible for wheelchair users or those with limited mobility.

Disabled access toilet facilities are available (although hoist and wet-room resources are not available currently a single shower facility is available)

Learners who require special facilities are identified during the admissions procedures and appropriate adjustments are discussed. If necessary, the College will generate/seek advices in negotiation with the Borough Officers in regard of a bid for additional funding support to make any necessary reasonable adjustments.

9. Identification, Assessment and Provision – 'College Offer'

Identification

Under the new SEND arrangements the College anticipates and expects to be involved in transition planning between feeder schools and college for those students who have an EHCP. Applicants have a number of opportunities before, at the point of enrolment and after enrolment to disclose a learning support need, a disability, a medical condition for which they might require support or the previous award of examination concessions. If a student makes a disclosure the College will discuss with the student how, if appropriate, support will be provided.

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Assessment

Students with an EHCP who meet the entry requirements for College programmes will through transition arrangements have identified and agreed support needs and appropriate additional assessments.

The College has two trained Specialist Assessors who can assess learners for Exam Access Arrangements and Concessions. The relevant information from the previous educational institution, from the learners themselves, from those working with the learner and from any screening test or assessment the College has carried out. This is discussed with the learner and involved staff are notified through the College QUAY data system and provided with advices and strategies for supporting the learner and meeting identified needs as normal practice in the teaching and learning environment. For those learners with a EHCP requiring a high level of support, a learning support plan is generated. This plan (referred to as a High Level Needs (HLN) Plan) is shared with teaching staff and the learner. The HLN Plan identifies the nature of support to be put in place and also the strategies that have been successful for the learner in the past. This plan is in addition to the SMART targets set for and by all learners.

Learners with significant health issues will generate a Health-Care plan with the Health-Care coordinator for distribution to all involved staff. This includes essential contact information and outlines the issues, the impact on the learner together with the strategies and procedures necessary for the effective management of those issues or any resultant episode in College.

Provision

Learners are offered a range of 'distinct' support provision by the Study Support Team, in addition to the many additional support arrangements within curriculum areas and the support available through the Student Services and Personal and Senior Tutor portfolios. Examples of the range of support which might be offered are:

- In class support
- The Study Base
- Health-Care plan
- One to one weekly support
- Mentoring
- Study Skills and Revision sessions
- EXOP (extra study facility at end of each day)
- Use of Lap-top/Ipads/Digital recorders
- Study Bar
- Access to therapies/outside agencies, where appropriate

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10. Monitoring, Review and Record Keeping

The effectiveness of the support put in place and its impact on the learner's progress is reviewed regularly. Those learners who hold an EHCP are reviewed at an annual review in partnership with Warrington Borough.

All teachers and support staff who work with the learner will be made aware of the needs, planned outcomes, the support provided and any teaching strategies or approaches that are required. This information will be recorded on our College QUAY Database.

The subject teachers remain responsible for working with the learner on a daily basis, using differentiated techniques and strategies outlined in the Plan. The Study Support Team provides support to the teaching staff and can offer advice on strategies. In addition, the Study Support Team can provide one-to-one support for the learner on an on-going basis through use of the Study Support base and its resources.

The effectiveness of the support and interventions and the impact on the learners progress is reviewed and updated regularly through the College Progression procedures. Learners are encouraged to be reflective about their own practice and develop their own targets.

Record Keeping – If a learner declares that s/he has a special educational need, disability or medical issue, the Individual Learner Profile information is kept on Study Support QUAY Database. This forms a part of the whole College QUAY database. This information can be accessed by staff involved with the learner. The information contained at this level includes a categorisation of need, relevant exam access information and health note information. Additional information can be accessed by appropriate Senior staff and MIS Officers. The information contained at this level is much more detailed and includes level 1 information, plus detail of assessments and reports, resources allocated, review information, detail of medical information and funding.

11. Learners with SEND and additional studies, trips and visits of the College

The College make every effort to ensure that all learners have access to the wider curriculum. This may include making reasonable adjustments to staffing, transport and timetabling of extracurricular trips and visits.

12. Evaluation of SEND practice

The Governing Body are required to be kept fully informed of information and changes in SEND provision and practice. There is a Governor (Matthew Grant) linked with the Study Support Department who meets with the Director of Student Services and the Study Support Manager at least once a year to discuss updates and initiatives. In addition, the Study Support Manager and her team produce an

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annual report for the Governing Body and information for the Single Equality Scheme annual report. The report includes detail of:

- The range of SEN provided for.
- The numbers of each type of SEND that year.
- Strategies and initiatives undertaken to support learners with SEND.
- The impact and effectiveness of these strategies and initiatives.
- A review of provision and initiatives from the previous year.
- Team targets for the following year.

We review the impact of the range of Study Support initiatives with a variety of Case Studies and a comparison of overall qualifications and grades attained together with Student reviews and questionnaires over the year.

13. Staff Training

The Study Support Team regularly contributes to the College in-service training programme offering specialist training focussing on issues relating to learners with specific learning needs, disabilities or difficulties. The Study Support Team also has Advices and Information which can be accessed on Moodle and the S Drive to support colleagues and ensure that expertise and best practice is shared.

14. Links with Outside Agencies

We have developed links with a number of external agencies to ensure that our learners have access to the support they need, e.g. CAMHS (Child and Adolescent Mental Health Services), GLYSS, YOP etc.

15. Role played by Parents/ Carers

As a provider of post 16 education we recognise that we are ‘bridging the gap’ between school and university or employment opportunities. We encourage all learners to develop independence and resilience, whilst also recognising that parents/ carers are keen to fully support their young people in achieving their potential. Parental involvement is very actively supported and encouraged at all levels with the proviso of ‘when appropriate’ and with consent. Our learners have the right to decide if parents should be informed of SEND assessments, plans and reviews. We fully respect the rights of our learners to become young adults and decide for themselves when/ if parents are contacted/ informed of changes made to their support arrangements.

16. Transition Arrangements

School to College - Learners are fully supported in their transition from school to College in a variety of ways.

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Under the new SEND arrangements for learners with an EHCP, these arrangements will have been established at the transition review once the College has been named in the plan and the plan has been ratified.

For students who do not have an EHCP, once a disclosure of SEND or a medical issue has been made, the Study Support Team is made aware of the applicant. The disclosure is recorded and a decision as to whether to interview in more depth and to seek further information from placements and other agencies prior to or after starting is made. Some learners will be invited in for a Study Support visit/s before enrolling into College, so that the learner is familiar with the College layout, the Study Support Team and the support arrangements required can be discussed and established.

College to Employment, University and Apprenticeships - The Study Team – in conjunction with Tutors and the College Careers Service - can offer help and support with regards to applications and accessing support at University or other FE courses.

17. Complaints Procedure

The Governing Body of Priestley College aims to discharge its duties and responsibilities in such a way as to minimise the likelihood of public concerns with regard to its oversight of the work of the College and stewardship of attendant public funds.

However, any complaints arising from members of the public will be treated seriously and resolved as quickly and satisfactorily as possible either informally or, at the complainant's option, in accordance with the College's Complaints Procedure.

February 2015

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