



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

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2		

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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 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).

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

<https://www.priestley.ac.uk/policies/>

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

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:

To inspire, challenge and support students to excel in learning and in life.

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 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 wherever possible and appropriate making any reasonable adjustment as necessary.
- To ensure that learners with special educational needs, disabilities and health needs have access to all of activities at College wherever possible and appropriate making any reasonable adjustment as necessary.
- 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 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. Appropriate reasonable adjustments are discussed. If necessary, the College will make seek advice 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

The Senior Leader responsible for Study Support is the Assistant Principal, Student Support Services – Mark Eccleston, together with the Inclusion Manager, Tracie Ryan, she is responsible for overseeing the strategic operation of the SEND Policy. The Study Support Manager is assisted by Talia Gutenstein (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 (Link Governor for Operations Team) 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 Study 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;
 - 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;
- c) Advising teachers at the College about differentiated teaching methods 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 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 Access Arrangements. If a student makes a disclosure the College will discuss with the student how, if appropriate, support will be provided.

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 and qualified Specialist Assessors who can assess learners for Access Arrangements and report outcomes to the JCQ and other Exams bodies to establish entitlement or otherwise. The assessment involves gathering an information history from previous placement, the learner, family where appropriate an EHC Plan if available and any relevant additional assessment history. In receipt of appropriate evidence from involved professionals, they are also able to award any appropriate Centre Delegated Access arrangement.

Outcomes are notified to and discussed with the learner and with the permission of the learner are notified to involved staff through Portal together with advices and strategies for supporting the learner ensuring that the awarded Access arrangements are reflected in the normal way of working for that learner. Where appropriate an IEP will be generated and shared with the learner and involved staff identifying specific additional to and different from strategies that will further support the learner to be successful. This plan is in addition to the SMART Targets set for and by all learners in consultation with staff and the progress reviews to monitor and review.

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

All learners are offered a range of support opportunities appropriate to their needs by the Study Support team in addition to the many support arrangements within curriculum areas

and the support available through Wellbeing Team, Student Services, College Counselling service, Senior Tutors and Personal/Progress Tutors.

Depending on identified needs the range of support may include;

- In class support
- Use of the Study Base and facilities
- Health Care Plans
- Mentoring
- In house wellbeing support
- In house counselling support
- Study skills and Revision sessions
- Subject workshops
- EXOP (supported extra study facility – 4-6pm)
- Study Bar – Lap top/Tablet/Digital Recorder
- Referrals and liaison with external agencies
- Access to therapies/outside agencies, where appropriate

10. Monitoring, Review and Record Keeping

The effectiveness of the support offer in place and impact on learner progress and well-being is reviewed regularly through the personal/progress tutor programme, SMART target processes, review days and the College Portal system protocols.

For those learners with an EHC Plan and/or who are High Funded reviews are held at least annually in partnership with the Local Authority.

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 Portal Database.

Subject tutors remain responsible for working with the learner in and out of sessions using advices and differentiated strategies established in consultation with the learner and utilising guidance from the Support Assistant (if in-class support is in place), the EHC Plan, IEP, EP report or Health Care plan where and if appropriate and from the Specialist assessors/Study Team or Senior Tutor.

The Study Support Team offers all learners 1-1 support on an on-going basis through use of the Study 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 – The College has due regard to the GDPR regulations in relation to the collation storage retrieval and deletion of personal and sensitive data.

Students' profile information including disclosures of learning difficulty or disability and health issues are recorded on the College Portal system and can be accessed by staff involved with the learner. The information at this level includes a categorisation of need, access arrangements and health note information. Additional information can be accessed by appropriate Senior staff and MIS Officers and is more detailed and includes level 1

information, details of assessments and reports, resources, review information, detailed medical information and funding details.

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 are Link Governors allocated to the Study Support Department who meets with the Assistant Principal, Student Support Services – Mark Eccleston and the Inclusion Manager at least once a year to discuss updates and initiatives. In addition, the Inclusion Manager and the study support team produce an 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 the Cause for Concern Procedure menu, Pastoral section of the T&L Google Classroom, staff menu (button) and S Drive to support colleagues and ensure that expertise and best practice is shared.

14. Links with Outside Agencies

We have developed additional links via our Wellbeing Practitioner, 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, YOT 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.

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, other FE courses, Apprenticeships and in opportunities for employment.

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.

March 2021
Mark Eccleston
Assistant Principal-Student Support Services

Glossary of Terms

SEND	Special Educational Needs
EA	Equality Act 2010
EHC	Educational Health and Care
EHCP	Educational Health Care Plan
JCQ	Joint Council for Qualifications
IEP	Individual Education Plan
SMART Targets	Specific, Measurable, Achievable, relevant and Time bound
CAMHS	Child and Adult Mental Health Services
GLYSS	Gay and Lesbian Youth Support Services
YOT	Youth Offending Team