

Current Status	Operational	Last Review:	November 2018
Responsibility for Review:	Assistant Principal - Students	Next Review:	November 2019
Internal Approval:	SLT	Originated:	June 2010

## Suffolk One

### Special Educational Needs Policy (reviewed November 2018)

We have undertaken a review of our SEN Policy to meet the requirements for Special Educational Needs and Disabilities (SEND) in line with the SEND Code of Practice 2014.

#### 1. Introduction

This policy is based on and complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) and section 69 of the Children and Families Act 2014. We use the same definition of Special Educational Needs (SEN) as set out in the Code of Practice

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of other at the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (p. 263).

We recognise that provision for students with SEN is the responsibility of the whole college and we are ambitious for young people with SEN whatever their needs and whatever their level of study at One. We focus on supporting *all* students so that they can progress and reach positive destinations in adult life. These destinations include higher education, further training, employment, independent living, good health and participating in the community. At One we are dedicated to ensuring that *all* students follow a coherent study programme which provides stretch and progression in order to achieve the best possible outcome in adult life. As part of our commitment, students also receive access to relevant careers advice guidance from our dedicated service (as set out in section 7.9 in the SEND Code of Practice 2014) at One.

#### 2. Aims

##### Identify and involve:

- Through our admissions process we aim to identify and provide for students who have special educational needs and additional needs.
- To involve students actively in decisions about their SEN provision.
- To involve parents actively in their son/daughters SEN provision.

**Curriculum:**

- To provide coherent programmes of study for students with SEN.
- To implement a graduated approach to meeting the needs of the students using the Assess, Plan, Do, Review process.
- To ensure that a student's programme is appropriately differentiated in recognition of their abilities.
- To provide a focus on outcomes for students.
- To ensure that all staff know that they have a responsibility to bring to the attention of the relevant member of staff (see Table 1) any student who they believe are not having their needs met.

**Guidance:**

- To ensure that students with SEN receive appropriate pastoral support and guidance, including preparation for +18 choices.
- To continue to liaise effectively with relevant outside agencies.

**Overall:**

- To continually develop a whole college approach to the management and provision of support for SEN.
- To ensure that all staff are made aware of procedures for identifying, assessing and making provision for students with SEN.
- To provide support and advice for all staff working with special educational needs students.
- To continue to provide opportunities to celebrate the achievements of students with SEN.
- To work within the guidance provided in the SEND Code of Practice 2014.

**Leadership:**

- To provide an appropriate leadership structure to ensure that the aims of the SEN Policy are met across the college.

### **3. Roles and Responsibilities:**

- The nominated SEND Governor is responsible for monitoring how we meet the needs of our students with SEN across One.
- The Principal has overall responsibility for the SEN Policy and provision across One. The Principal should keep the Governing Body informed and work closely with the Assistant Principal – Inclusion and Progression to provide regular updates to Governors.
- The Assistant Principal (Students) will lead on the strategic development of the SEN policy and provision to raise the achievement of all students with SEN.
- The Deputy Principal and Assistant Principal (Students) are Senior Designated Safeguarding Leads (DSLs) with responsibility for safeguarding. All staff undertake Safeguarding training every 3 years at One and staff have a duty of care to ensure the safest of learning environment for all students at One.
- The FL Learning Support Co-Ordinator has responsibility for the day to day operation of the SEN Policy in FL in ensuring that day to day provision is organised and that the move from Statements to Education and Health Care Plans is achieved in liaison with relevant staff, parents/carers and other agencies, supported by the Local Authority.
- The L2/L3 Learning Support Co-Ordinator has responsibility for the day to day operation of the SEND Policy across Level 2 and Level 3 in ensuring that day to day provision is organised and that the move from Statements to Education and Health Care Plans is achieved across the year in liaison with relevant staff, parents/carers and other agencies, supported by the Local Authority.
- All teachers have a duty to be aware of the varying needs of students in their classes and differentiate accordingly and this will be monitored through our lesson observation process.
- We have a variety of student support roles at One including: Student Support Assistants (FL), Student Support Co-Ordinators (FL), and Learning Support Assistants to support SEND students at Level 2 and Level 3. These staff contribute specifically to students with SEND. We also have a team of Personal Progress Tutors who support all Level 2 and Level 3 students and they also support any students within their cohorts who have SEND in liaison with the L2/L3 Learning Support Co-Ordinator They establish and promote positive and productive relationships with students, acting as a role model and setting high expectations. They promote inclusion of all students within the classroom and learning environment.
- All staff have a responsibility to have high aspirations for students with SEND whatever their needs and whatever their level of study at One.

**Table 1:****Responsibility for co-ordination of the SEN Policy across Level 2 and Level 3 at One:**

<b>Role</b>
Assistant Principal (Students)
Student Services Manager
Learning Support Co-ordinator

**Responsibility for co-ordination of the SEN Policy across the Foundation Learning (FL) Faculty at One:**

<b>Role</b>
Assistant Principal (Students)
Student Services Manager
FL Learning Support Co-Ordinator

**5. Admissions and Accessibility:**

At One we are committed to equal opportunities. Our aim is to meet the needs of *all* students on roll and our admissions policy has due regard for the guidance in the SEN Code of Practice 2014 and section 69 of the Children and Families Act 2014 . For more details on admissions please refer to the Admissions Policy on our website. Our Disability Access Policy and Plan also outlines our intentions to remove barriers (environmental or academic) for disabled students in line with paragraph 3 of schedule 10 of the Equality Act 2010. Again, for further information on accessibility please see our Disability Access Policy available on request.

**6. Identification:**

- Appropriate staff at One are involved in transition planning between school and college in order to prepare effectively to meet the needs of the student and ensure a successful transition in to college life.
- To support the transition of students, we expect feeder schools to share all relevant information with One prior to their arrival (please see section 12 for more information on Transition)
- Students are able to declare at application and beyond whether they have a learning need, disability or a medical condition that will affect their learning e.g. the student may already have a Statement of SEN.
- Where a student declares any such information, the appropriate member of staff (as noted in Table 1) will liaise with the prospective students and their families with regards to how support will be provided and the types

of assessments that may take place proportionate to the likely level of SEN.

- Where needs emerge after a student has started on a programme at One, teaching staff should alert the appropriate SEN lead to identify where a student may be having difficulty which may be because of SEN. We know that students with SEN can follow a variety of programmes and that SEN does not necessarily dictate that a student functions at a lower level e.g. we have a range of students with SEN studying on Level 3 programmes.
- Students will be included on the SEN register if needs are identified in the following broad areas of need:
  - Communication and Interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
  - SpLD
- They will be registered as SEN Support (replacing School Action /Schools Actions Plus) or as a student with an Education, Health and Care Plan (EHCP).
- Information on students with SEN in the FL Faculty is disseminated to FL staff by the Director of Curriculum for FL, and the FL Learning Support Co-ordinator in liaison with the Admissions Team.
- Information on students with SEN on Level 2 and Level 3 programmes is disseminated by the Learning Support Coordinator, supported by the Student Services Manager.

## **7. Assess**

- Where a student at One is identified as having SEN and needing SEN support, the relevant staff member (in Table 1) brings together all the information from the school, from the student, from the family, from any multi-agency teams working with the student and any recent assessments that have been carried out.
- All of the information is discussed with the student (where appropriate). The right of a student to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. For those students at One who lack this capacity, they will be empowered to make decisions or actions may be taken on their behalf and will be done so with their best interests at heart (section 8.21 in the SEN Code of Practice 2014).
- At an SEN assessment meeting to determine whether there are any SEN support needs, students can have support with them which can be a member of the support team, their parents, an advocate or another

supporter. This meeting may lead to more specialist assessment from within the college or beyond.

- A student has the right to request an assessment for an EHC plan at any time up to their 25<sup>th</sup> Birthday as referenced in the SEN Code of Practice (8.16).

## **8. Plan**

- Once a student is identified with needing SEN support at One, the relevant staff discuss with the student and/or their parents/carers, the students ambitions, the nature of the support to be put in place, expected impact on progress and the date for reviewing the support. This plan will be developed with the student (where possible) and the interventions and support will be provided in order to best meet the aspirations of the student. Types of SEN support at One can include:
  - Assistive technology
  - Personal Care Needs
  - Specialist Tuition
  - Scribes
  - Access Arrangements e.g. readers/scribes/extra time
  - 1:1 or small group learning
  - Accessible information e.g. symbol based materials
  - Access to therapies facilitating multi agency work commissioned through the Local Offer??

## **9. Do**

- At One, we have a very responsive and flexible approach to supporting our SEN students. These students are supported by appropriately qualified staff. The level of support is continuously evaluated to ensure that the student is getting the best experience in order to progress and achieve.
- Teachers are responsible and accountable for the students in their class, including those students who access support from specialist staff.
- At One we regularly and carefully review the quality of teaching for all students, including those at risk from underachievement.
- Teachers are expected to demonstrate good or better differentiation for students in their groups and this is looked at as part of teaching observation cycles across the academic year.
- Where an intervention may require a student to work as part of a 1:1 or a small group, the teacher still has responsibility for the student.

- Teachers work closely with any type of learning support and take an active role in planning for progress and assessing impact against the support the student received. For Level 2 and 3 students, teachers can access support from the L2/L3 Learning Support Co-Ordinator. For FL students, teachers can access support from the Director of Curriculum (?) for FL or the FL Learning Support Co-Ordinator.
- Personal Progress Tutors at One also provide bespoke support for the SEN students in their Level2/Level 3 cohort as directed by the Student Services Manager.
- We have a Careers Education Advice and Guidance (CEAG) service for all students at One. This service provides individualised support to students to enable students and families to broaden their horizons. At One we have work experience and volunteering opportunities for students at Entry Level through to students on Level 3 programmes.

## **10. Review**

- At One we take a cyclical approach to assessing need, planning and providing support and review and evaluate the support regularly so that it can be adjusted where necessary.
- Where a student has an EHC plan, this will be reviewed every 12 months in line with the requirements of the SEND Code of Practice 2014.
- The Student Services Manager along with Learning Support Co-Ordinators are responsible for ensuring that reviews of SEN support happen and any agreed alterations as a result of a review are communicated with parents and wider agencies.
- Alongside termly progress review reports, parents will receive an annual report on the progress of their son/daughter against their EHC plan.
- If after taking relevant and purposeful action to identify, assess and meet the needs of a student with SEN support needs but without an EHC plan, and they still continue to make limited progress, we will consider (in liaison with the student and parents) requesting an EHC plan to be put in place. This request is then taken up by the Local Authority.

## **11. Funding**

- At One, we are funded by the Education and Skills Funding Agency (ESFA) for all our students with additional support from the local authority for students with high needs.
- We provide additional learning support against a nationally prescribed threshold per student per year.

- The Local Authority then provides additional top up funding if the needs of an individual student exceeds the nationally prescribed threshold. In line with the SEN Code of Practice 2014 (section 7.32), there is no requirement for an EHC plan for a student who receives additional top up funding at One.
- If this were to be the case, the Local Authority may consider carrying out a EHC needs assessment. The Local Authority should communicate the principals and criteria which underpins the decisions for high needs funding and education placements and share these with us and parents/carers.

## **12. Transitions**

- At One we provide a link programme across the academic year for those students who are thinking of applying to join our Foundation Learning programme so that they can familiarise themselves with the learning environment at One and gain some experiences of college life and study.
- As part of the link programme at One, students from the local special schools are invited to attend for one morning a week across the year in the Autumn and Summer term. They are also invited to spend time in the other +16 providers to offer them the opportunity to make a considered choice about their preferred +16 provision.
- During the link programme at One, our staff can become familiar with prospective students and build relationships (with young people and their staff) in order to ensure a smooth transition for what is a big step for many students and their families. Equally this enables students to become familiar with the size of the college, how their studies will be structured; and include how many days a week their programme covers.
- We expect feeder schools to share all key information about prospective students by the spring term at the latest so that we are able to develop suitable programmes of study and prepare appropriate support.
- At One, we also proactively endeavour to attend all Year 11 Annual Reviews where invited, for those students who want to come to us from the local special schools.
- For all students, bespoke arrangements are made across the academic year to ensure they are fully prepared for their next step. This can range from informal 'keeping warm' visits either in their own school or at One, where students will build relationships with appropriate staff, to a set of pre-arranged meetings with the DoSS, prospective student and their parents/carers.
- Like students who access our FL programmes at One, Level 2 and Level 3 students can use this time to become familiar with the size of the college, how their studies will be structured; and include how many days a week their programme covers.

- We recognise that some prospective students want a fresh start when leaving school to attend One and any sharing of their SEN should be sensitive to their concerns and done with their agreement.

### **13. Local Offer:**

- We recognise that the Local Authority have a statutory duty to develop and publish a Local Offer (as per the guidance in the SEN Code of Practice 2014). We know that this must cover: preparing and reviewing the Local Offer (including the views of young people, parents and providers), publishing the Local Offer including comments on it and actions to be taken and providing information, advice and support where required.
- As our commitment to the Local Offer, we co-operate fully with the Local Authority in the development and the review of the Local Offer.
- We are continually committed to developing our offer to meet the needs of *all* our +16 students locally and review our curriculum offer on an annual basis in line with prospective student demand.
- Details of our contribution to the Local Offer in Suffolk can be found on our website: [www.suffolkone.ac.uk](http://www.suffolkone.ac.uk) by clicking on 'Information' and scrolling down to 'Special Educational Needs Support'.

### **14. Complaints:**

- As a result of the various activities of the College, the number of students, customers, clients, parents and guardians involved and the large number of businesses and organisations with which the College works, complaints may, from time to time, arise. If there are any issues regarding SEN provision that cannot be resolved at a local level, students and parents can access our Complaints Policy available on our website under 'Information'.