

Special Educational Needs & Disability Policy

TO BE A BEACON OF **EDUCATIONAL EXCELLENCE**,
TRANSFORMING THE LIVES OF THE **INDIVIDUALS**
AND **COMMUNITIES** WE SERVE.

Guidance

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in all Salford City College Group colleges: City Skills, Eccles Sixth Form College, Future Skills@ Media City, Pendleton Sixth Form College and Worsley College. It was created by the Head of Learning Support in liaison with the Senior Leadership Team (SLT) at SCC group and the Salford Council SEND Leader. This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Early Years & Post 16 (as above)
- Salford's Local Offer (include link)
- SCC Group EAA Policy
- SCC group E&D policy

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1. SCC Group's Vision, Values, Shared Purpose, and Curriculum Intent

- 1.1 Vision: *To be a beacon of educational excellence, transforming the lives of the individuals and communities we serve.*
- 1.2 Values: *We act at all times with Respect, Integrity, and Kindness.*
- 1.3 Shared Purpose: *We Believe in the Value of Education for a Successful Future.*
- 1.4 Curriculum Intent:

CURRICULUM INTENT

INCLUSIVE HIGH QUALITY LITERACY & NUMERACY CAREERS & SKILLS SUPPORT



2. SEN vision

All young people and adults are entitled to an inclusive and high-quality education which is appropriate to their needs, which raises their aspirations and enables them to fulfil their potential. Our aim is to enable students to develop into confident individuals who will make a successful transition into adulthood, lead fulfilling lives and achieve their best.

3. Aims and Objectives of the policy

The aim of this policy is to ensure that all SCC group settings have a consistent approach towards students with SEND. It aims to outline how SCC group colleges will support and make provision for students with special educational needs and disabilities (SEND). It will also explain the roles and responsibilities of everyone involved in providing for students with SEND and ensure that students with SEND are provided with a supportive education.

4. Statutory Duties on the college

- 4.1 Statutory duties on post-16 institutions Further education colleges, sixth form colleges, 16-19 academies and independent specialist colleges approved under Section 41 of the Children and Families Act 2014 have specific statutory duties. These duties are:
 - (i) The duty to have regard to the 0-25 SEND Code of Practice.
 - (ii) The duty to co-operate with the local authority on arrangements for children and young people with SEN.
 - (iii) The duty to admit a young person if the institution is named in Section I of an Education Health and Care (EHC) plan.
 - (iv) The duty to use their best endeavours to secure the special educational provision that the young person needs. Colleges must fulfil this duty for students with SEN whether or not the students have EHC plans. It applies in respect of students with SEN up to age 25 in further education, including those aged 14-16 recruited directly by colleges.
- 4.2 Duties under the Equality Act 2010. Colleges must not discriminate against, harass, or victimise disabled children, young people or adults and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled young people and/or adults might require; including what adjustments might need to be implemented to prevent a disadvantage. More information about the statutory duties on post-16 institutions is given in Chapter 7, Further education, in the 0-25 SEND Code of Practice.

5. SEN definition (From the SEND Code of Practice 2015)

- 5.1 A student has SEND if they have a learning difference or disability which calls for special educational provision to be made for them. They have a learning difference or disability if they have:
- (i) a significantly greater difficulty in learning than the majority of others of the same age, or
 - (ii) 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.
- 5.2 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 post 16 institutions.
- 5.3 There are four areas of needs identified in the code of practice. Students will frequently fall into more than one category. The four areas of need are:
- (i) Communication and interaction e.g., autistic spectrum disorder
 - (ii) Cognition and learning e.g., general learning difficulties, dyslexia, or dyspraxia
 - (iii) Social, emotional, and mental health e.g., young people who are withdrawn or disruptive, hyperactive and lack concentration.
 - (iv) Sensory and/or physical impairment e.g., visual impairment, physical difficulties
- 5.4 Although there is often an overlap between disabled young people and those with SEN, young people with health or disability conditions do not necessarily have SEN.
- 5.5 English as second language is not classed as an SEN.

“Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.” 6.24 Code of practice.

6. Roles & Responsibilities

- 6.1 College has a duty to have regard to the Code of Practice, this is considered throughout our ordinarily available provision (OAP).

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| The governing bodies of colleges should ensure that: | <ul style="list-style-type: none">• All staff interact appropriately and inclusively with students who have SEND. Students with SEND includes young people and adults.• All staff have appropriate expertise within their workforce.• Curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date. |
| Colleges should ensure: | <ul style="list-style-type: none">• They have access to expertise and specialist skills to support the learning of students with SEN. This can be through other agencies such as health services, or specialist organisations, and/or by employing practitioners directly.• Ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools. |

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| The named person in the college with oversight of SEN provision should: | <ul style="list-style-type: none"> • Contribute to the strategic and operational management of the college. |
| Curriculum and support staff in a college should: | <ul style="list-style-type: none"> • Know who to go to if they need help in identifying a young person's SEN, are concerned about their progress or need further advice. (Code of Practice 7.22). |
| The Head of Learning Support will: | <p>Work with the Senior leadership team, Heads of College, Deputy Principal and SEND governor to:</p> <ul style="list-style-type: none"> • 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, especially the local authority and its support services. • Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned. • Work with the Senior Leadership Team and governing body to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. • Ensure the College keeps the records of all students with SEND up to date. |
| The SEND governor will: | <ul style="list-style-type: none"> • Meet regularly with the SLT lead for SEND. • Help to raise awareness of SEND issues at governing board meetings. • Update the governing board on the quality and effectiveness of SEND and disability provision within SCC Group. • Work with the senior leadership team and the Head of Learning Support to determine the strategic development of the SEND policy and provision in the College. |
| The Group Principal will: | <ul style="list-style-type: none"> • The Principal will work with the senior leadership team, Centre Principals, Head of Learning Support and SEND governor to determine the strategic development of the SEND policy and provision in the college. |
| Centre Principals will: | <ul style="list-style-type: none"> • The Centre Principals will work with the Group Principal, the senior leadership team, Head of Learning Support and SEND governor to determine the strategic development of the SEND policy and provision in the college. Centre Principals will have overall responsibility for curriculum teachers following the college's SEND policy. |

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| <p>Curriculum teachers:</p> | <p>Each Curriculum teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring they follow the college’s SEND policy. • The progress and development of all students in their class including those with SEND. • Working closely with any in-class support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • Working with the Head of Learning Support/ Deputy Head of Learning Support/ Coordinator to review each EHCP student’s progress and development. • Contributing to decisions on any changes to provision for the young person. • Ensuring that agreed exam access arrangements for individual students are implemented in the classroom and provide Normal Way of Working documentation. • Provide information regarding progress on students with EHCPs and contribute to the annual review process where requested. • Implement adaptive teaching strategies for SEND learners in order to provide equal access to the curriculum. • Ensure that the graduated approach Assess, Plan, Do, Review cycle is implemented. • Use the information on the students’ individual support plans to inform teaching practices and teaching and learning adjustments. <p>Make regular assessments of progress for all students and identify those whose progress:</p> <ul style="list-style-type: none"> • 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. • Every teacher is a teacher of SEND. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. (Code of Practice 6.15) |
| <p>The Learning Support Team will:</p> | <p>Identify students with SEND and assessing their needs;</p> <p>The Learning Support team is committed to providing bespoke, high-quality interventions for SEND learners. The Learning Support team work with curriculum teachers to provide additional support for identified students; specific details about how this is delivered is outlined below:</p> <ul style="list-style-type: none"> • It is the aim of SCC group to empower students to become confident and autonomous young adults who are independent learners ready to face the world of work or higher education. This means that the student’s voice comes first. We will have an early discussion with the student when identifying whether they need special educational provision. These conversations will make sure that we can develop a good insight into the student’s areas of strength and difficulties, and we consider the student’s wishes and needs. |

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| | <ul style="list-style-type: none"> • The Learning Support team will complete an initial Learning Support interview at enrolment with students who have identified a SEN need. • The information we gather from the initial interview is then automatically uploaded onto their individual support plan on our internal system, so all staff who work with the young person have access to this information. • This can also take place during the first few weeks of term and throughout the year. • All students who have declared a medical condition, disability or learning difference at enrolment, who are not seen during the enrolment process, are automatically contacted via a central system to complete the Learning Support initial interview. |
| <p>Students with an Education Health and Care Plan (EHCP) from a local authority are:</p> | <ul style="list-style-type: none"> • Encouraged to declare their need upon application or via their local authority through an official consultation. • Upon invitation, a member of the Learning Support team will attend year 11 EHCP annual review to provide IAG about college and discuss the young person's education needs at Post 16. • Where appropriate we will arrange transition visits to the college for relevant students with SEND. • The Learning Support team upload EHCP information onto student Individual Support Profile including EHCP outcomes. • Teachers will have this information via the Learner Profile and are expected to track and monitor their process closely. • An annual review meeting will be conducted on behalf of the young person's Local Authority held by a member of the Learning support team (such as Deputy head, coordinator) and invite parents/carers and relevant professionals to the meeting. |
| <p>High Needs Funding:</p> | <ul style="list-style-type: none"> • When deciding whether special educational provision is required, the EHCP will be used to determine the support needed and whether it can be provided within the OAP. In some circumstances the offer may need to be adapted outside of the OAP. This may include specialist interventions, increased support and may include additional support or equipment. An application of funding for high needs will be sent to the Local Authority the term before the student arrives at the college. Not all EHCP students will have High Needs Funding. • In some circumstances as a college, we may feel through the consultation that we are unable to meet the needs of the learner as referred to in the EHCP. The Head of Learning Support and /or Deputy will contact the Local Authority and state the reasons for this decision. • In the case of a late entry where no local authority consultation has taken place, the college will contact the relevant Local Authority for a copy of the young person's plan. This information will be uploaded as a summary onto the student record to inform staff of the young person's needs. The college will endeavour to meet the student's needs within its own resources; however, we are unable to guarantee we can meet the young person's needs within the normal resources of the college. • For all High Needs Funded students, monitoring/tracking notes are completed for every 1:1 support and in-class support lesson Individual Support Plan on ProMonitor. |

7. How support is delivered through the Ordinarily Available Provision (OAP)

7.1 Support is delivered in three stages:

- (i) Adaptive/ inclusive teaching by the subject teacher. All students are monitored throughout their programme of study and for almost all learners, Learning Support needs can be met by the class teacher in the classroom.
- (ii) Classroom teacher identifies a student that is struggling on their course, despite class teacher employing adaptive teaching techniques. The teacher will discuss concerns with the student and other relevant members of staff (which could include the Head of Department, Personal Tutor, pastoral staff). The teacher will ask for guidance from the Learning support Team and teaching and learning strategies will be trialled and reflected upon.
- (iii) Referral to the Learning Support Department for potential assessment and further support, staff resource packs issued and meeting set up with coordinator/ deputy of Head of Learning Support.

7.2 Exam access arrangements (EAAs)

- (i) Exam access arrangements do not automatically transfer from school, it is essential for the students to declare their EAAs, and if possible, bring evidence in from school. This usually is a JCQ 'Form 8'.
- (ii) It is essential that for any exam access arrangement that is put into place that it is the student's normal way of working. There is a separate and detailed policy for EAAs, for further information and guidance please refer to this policy.

7.3 Additional 1:1 support sessions

- (i) For students with EHCPs 1:1 support tutors can provide additional and bespoke support.
- (ii) All individual specialist support sessions take place in the student's free periods.
- (iii) Additionally, some students may have in-class support with a Learning Support Assistant.

7.4 Students who suspect they have an SEN

- (i) Students can self-refer using the Learning Support Interview and speaking to a member of the learning support team. These students can access 1:1 support tutors, or attend small group tuition sessions; Skill Builder's.
- (ii) Specialist assessors and teachers can provide further screening if a student suspects they are dyslexic and there is evidence from teachers and a history of need.
- (iii) For students how have a history of need and Dyslexia screening – 'QuickScreen' software is used to establish likelihood of a Specific Learning Difficulty and whether further assessment is required.

7.5 Dyslexia assessments

- (i) Full diagnostic assessments are only available for students on Level 3 programmes who are expecting to progress onto university.

7.6 Transition support

- (i) Students with SEND and/or have an EHCP will be offered additional visits to the college to support the transition process and ensure the students are as prepared as possible for post

16 education. This is additional to the taster days and open events available to all students. We work in collaboration with Salford Local Authority to adhere to their Post 16 Transition Policy.

8. Assessing and reviewing students' progress towards outcomes

8.1 All teachers and support staff who work with the student will be made aware of their needs via the student's Individual Support Plan on ProMonitor, where a student has been identified as needing additional support:

- (i) The college will follow the graduated approach and the four-part cycle of "assess, plan, do, review" using the Salford Graduated approach.

8.2 The subject teacher will work with a member of the Learning Support Core Team to carry out a clear analysis of the student's needs. This will draw on:

- (i) The teacher's assessment and experience of the student and their previous progress and attainment and behaviour.
- (ii) Other teachers' assessments, where relevant.
- (iii) The individual's development in comparison to their peers and national data.
- (iv) The student's own views.
- (v) The views and experience of the parents/guardians and advice from external support services, if relevant.
- (vi) The assessment will be reviewed regularly.

9. Supporting students moving into HE / FE or employment and preparing for adulthood

9.1 All students receive support in preparation for employment or progression to higher education. For those students applying to higher education, the careers department will advise and support the transition to HE.

9.2 If the student has an EHCP, during the annual review discussion around preparation for adulthood and next steps are discussed. Transition support to the next provider can be provided by the Learning Support team where needed and requested.

10. Our approach to teaching students with SEND

10.1 Teachers are responsible and accountable for the progress and development of all the students in their class. High quality, adaptive teaching is our first step in responding to students who have SEND. We make the following adaptations to ensure all students' needs are met. Examples of possible adaptations are:

- (i) Teaching and Learning Adjustments for example, by grouping, 1:1 work, teaching style, adapting resources, using recommended assistive technology use of larger font, giving handouts before the lesson, sensory breaks etc.

10.2 Additional support for learning:

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- (i) The college will also provide the following interventions:
 - Learners can access pre-recorded Study Skills sessions.
 - 1:1 specialist support (for eligible students).
 - Skills Builder sessions – Small group tuition to develop study skills (for eligible students).
 - In-class support with a Learning Support Assistant (for qualifying students).
 - Learning support drop-in sessions for SEND students.
 - Exam Access arrangements (where needed and assessed for).

- Access to Assistive Technology for example; I-Pads, Reading Pens, Software including Read&Write and Dragon.
- (ii) Specialist Individual support is carried out by a team of experienced staff. For students who have other support needs, staff receive training from external specialist agencies, for example, Educational Psychologists, Specialist Teachers for visually and hearing impairments / Speech and Language.

11. Evaluating the effectiveness of SEND provision

11.1 The college will evaluate the effectiveness of provision for students with SEND by:

- (i) Measuring and reviewing students' individual progress towards their goals
- (ii) Departmental observations (deep dives)
- (iii) Using student questionnaires for feedback
- (iv) Monitoring by the SEN lead
- (v) Holding annual reviews for students with EHC plans
- (vi) Departmental self-assessment report including individual student case studies

12. Monitoring arrangements of the SEND Policy and Information Report

12.1 This policy and information report will be reviewed by the senior leadership team annually. It will also be updated if any changes to the information are made during the year.

12.2 It will be approved by the Governing Body.