

## **SEND Information Report for Worcester Sixth Form College**

*In accordance with Section 65(3) of the Children and Families Act 2014*

Worcester Sixth Form College specialises in the full-time education of 16–19-year-olds. We offer the widest choice of A Levels in Worcestershire, as well as a range of Applied and T Level qualifications, which are highly valued by universities, employers, and apprenticeship providers.

Every year, we admit approximately 1,000 students from Worcestershire and surrounding areas. This enables us to offer an exceptionally wide range of courses and flexible programmes in which any courses can be combined with virtually any course - further details can be found on the college website at <https://www.wsfc.ac.uk/courses>.

We welcome students from a wide variety of backgrounds and locations, creating an environment where friendship and learning blossom. In the classroom our students engage with teachers who are experts in their fields and passionate about their subject. Worcester Sixth Form College is an establishment where ambitious minds thrive, where diversity is celebrated and where individuality is valued.

The College has high expectations of all its students, and they are all encouraged to work hard to enable them to achieve their full potential. We have the same aspirations for our students with Special Educational Needs and Disabilities and want them to achieve the best they can whilst they are here.

Our students are highly successful, not just academically but in many other kinds of endeavour, including sports, performing arts, music, Duke of Edinburgh, charity fund raising and a wide variety of other extra-curricular areas. Over the last ten years Worcester Sixth Form College has won more national British Colleges Sport titles than any other college in the whole of the West Midlands Region. Our performing arts productions regularly receive praise in the local press and are frequently selected for County showcase events.

## **Inclusion**

Applications are welcome from students who may have a physical or learning difficulty, a medical condition or mental health issue and all learners are treated fairly with regards to race, economic or social background, gender, transgender, pregnancy, parenting, marital status, age, religion or belief, disability or sexual orientation.

We are proud to be an inclusive organisation where individual differences are accepted and valued and where everyone can fulfil their potential in a welcoming, safe and non-threatening environment. Worcester Sixth Form College is committed to equality, diversity and inclusion for students, employers, community groups, staff, governors, members of the public and for others who come into the College.

We are committed to:

- Eliminating discrimination.
- Advancing equality of opportunity – between people who share a protected characteristic and people who do not share it.
- Consulting and involving those affected by inequality, in the decisions our college takes to promote equality and eliminate discrimination.

The College's Equality Objectives can be found on the website <https://www.wsfc.ac.uk/why-choose-us/equality-of-opportunity/>

## **Physical Access**

The College is fully accessible, and the building has two lifts. There are no restrictions on choice of curriculum.

A Personal Evacuation Plan, agreed with the student in advance, is provided for all students who require one.

## SEN Code of Practice and Local Offer

The SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> provides statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.

As a college, not only do we ensure that the statutory guidance is adhered to, but we also strive to provide a positive experience for all learners allowing access to an ambitious yet obtainable education.

The Code of Practice requires every educational setting to publish SEN Information Report publicly to outline information for identifying, assessing, and making provision for students with SEN or disabilities. Every local authority has a duty to publish information about education, health and social care services for children and young people with SEND and their families in their area. This is called the “local offer”, and it must include post-16 education and learning options.

Worcester’s local offer can be found at <https://www.worcestershire.gov.uk/sendlocaloffer>

As a college we attract students from a wide geographical area. The local offers for the primary local authorities from which our students travel, can be found below:

<https://www.herefordshire.gov.uk/localoffer>

<https://www.gloshomesdirectory.org.uk/kb5/gloshomes/gloshomes/family.page?familychannel=2>

<https://www.dudley.gov.uk/residents/dudleys-local-offer/>

## **EHCPs**

We welcome applications from students with an Educational Health Care Plan (EHCP). Prior to application we receive a number of requests from Local Authorities for Worcester Sixth Form College to be the named setting on a prospective student's EHCP. In order to complete this consultation process, our Learning Support Manager communicates with the student's current school as well as any external agencies involved, in order to make an informed decision about whether we are able to offer a place of study. The request will be responded to within the designated time frame. On occasions students are interviewed prior to consultation taking place with the Local Authority, in this case the Learning Support Manager contacts the Local Authority to start the consultation process, and a second interview is arranged with the student.

We aim to ensure that the transition from high school to sixth form college is seamless and as stress-free as possible. Our Learning Support Manager will endeavour to meet with each student with an EHCP prior to them enrolling on courses and offer individual transition support in the form of individual tours to college and familiarisation with building/ Learning Support Assistants. All students with an EHCP will be assigned a Learning Support Assistant to assist with the transition to college. Key information regarding a student's area of need is shared with relevant teaching and pastoral staff through the Portal. Annual reviews are conducted within the 12-month time frame of the last annual review by the Learning Support Manager. Both teaching and pastoral staff contribute towards the college's written report for the annual review.

## **Identification of Additional Needs**

### **▪ Pre-entry**

Students are actively encouraged to disclose a learning difficulty, disability or medical condition on the application form to enable the college to ensure that the correct provision is in place for them right from the start of their journey with us.

Anyone who discloses a learning difficulty, disability or medical condition is interviewed by a member of the Learning Support team by telephone, Teams, or in-person. The more information we have during the application process the better we can plan for the necessary support when a student enrolls at college.

Students have a number of opportunities to discuss with staff what support is available at Worcester Sixth Form College and to disclose any pre-existing conditions. Such opportunities are:

- Open Events
- At their admissions interview
- During the enrolment process
- During meetings with their Personal Tutor
- Any time during their course via their Personal tutor/teacher/student referral to learning support.

The College offers Year 10 and 11 “taster days” during which students attend the College and visit subjects they are interested in studying.

- **At College**

Students who have disclosed a learning difficulty, disability or medical condition will be interviewed by a member of the Learning Support Team or contacted once they have enrolled to enable us to create an Individual Learning Plan (ILP).

We consult with previous settings to gather further information about support needs; the SENCo at the student’s previous school is contacted to obtain copies of previous assessment reports. Where required an appointment with our in-house Exam Access Arrangements Assessor will be made so that students can undertake assessments in order for applications to be made to exam boards for exam access arrangements such as extra time.

Student ILP’s are shared with subject teachers and pastoral staff and give details of the student learning profile, classroom adaptation recommendations, access arrangements for exams, and targets for intervention sessions. The ILP may include recommendations for further support that may be necessary e.g. study skills, subject workshops, mentoring or the use of assistive technology. Students are encouraged to become independent learners, but support is available if needed.

- **Referral to Learning Support once a student has enrolled**

Support is available from within departments in the form of subject specific workshops and if a student feels they are struggling in a particular subject they are encouraged to attend. However, if a student feels that these are not helping, they can talk to their tutor to ask to be referred to Learning Support.

Staff can refer a student to Learning Support for additional support at any point during the academic year. This is usually done if a student discloses a learning need or the use of an exam access arrangement that they have not previously disclosed, or if a member of staff feels there may be an underlying reason why that student is struggling in a certain area in their learning. Parents and students can also make a referral.

On receipt of a referral the Learning Support team will gather evidence from all subject teachers to gain a clear picture of need and to decide on an appropriate support plan. If teacher observations support the need for an assessment, one will be conducted by the in-house assessor who will complete a series of appropriate assessments to establish the need for Exam Access Arrangements or alternative support.

Support can include Exam Access Arrangements, such as extra time, use of a computer, rest breaks, a reader, coloured overlay, scribe or prompt, or weekly one-to-one Learning Support sessions.

## **Information Sharing**

Information regarding individual learning support needs is shared with staff via the student ILP on the college portal 'Wellbeing Profile' tab. The Learning Support team will notify relevant staff of any updates or changes to the Learner Profile, including classroom adaptation and current support/exam access arrangements.

## **External Support**

The College has access to external services such as specialist Hearing and Visual Impairment Tutors. The pastoral & safeguarding team also liaise with CAMHS and other health practitioners.

## **The Learning Support team**

The Learning Support team includes a qualified Exam Access Arrangements assessor, and experienced Learning Support Assistants. Members of the team including the Learning Support Manager and Assistant Learning Support Manager have completed training relating to Specific Learning Difficulties and Supporting Neurodiversity. The Learning Support Manager has undertaken training relating to Special Educational Needs Coordination.

## **Medical needs**

Students with medical needs will be supported through either their pastoral tutor or by a Learning Support Assistant, who will share guidance and recommendations with teachers through the Portal, and exam access arrangements applied for by the Access Arrangements Co-ordinator if applicable.

Please note that students will be required to provide medical evidence for an exam access arrangement application to be made, in line with JCQ requirements.

## **Exams**

The Access Arrangements Co-ordinator works closely with the Exams Manager to co-ordinate the provision of examination access arrangements for relevant students. There are different criteria for awarding exam access arrangements to students; arrangements can be put in place based on medical grounds (evidenced by medical specialist) or based on identified learning needs (evidenced by a qualified assessor). Our college assessor holds a post graduate cert in SpLD and is a member of PATOSS.

Students who had access arrangements at school may have their exam access arrangements rolled over from school if we have sufficient evidence that there is still a genuine need for the access arrangement and if it is their normal way of working.

## **Monitoring progress**

The College has systems in place to ensure effective monitoring of progression, including:

- Termly monitoring progress reviews which are shared with students and parents. These are followed by a series of Parents' Evenings during which time individual teachers are available for discussions.
- Individual Learning Plans (ILP) with targets that are reviewed – currently for all students in receipt of weekly one to one support sessions.

Students with an Education Health Care Plan are reviewed regularly and reports are sent to the appropriate Local Authorities in line with present statutory regulations. An Annual Review takes place to which the student, parents, LSAs and representatives of the Local Authority are invited. This focuses specifically on the next steps for students and the support they need to prepare for transition from college.

## **Transition**

Students with special education needs are supported through the transition process to Higher Education, Further Education or employment. Students progressing to HE and FE are given advice and support with applying for the Disabled Students' Allowance (DSA).

We have an on-site careers team who work closely with students to provide guidance. Learning Support Assistants support students with additional needs to access careers interviews. Learning Support Assistants may also attend these appointments to ensure all of the information given has been understood and when appropriate relay this to parents/carers.

## **What to do if things go wrong**

The College Learning Support Manager, Sara Payne ([sara.payne@wsfc.ac.uk](mailto:sara.payne@wsfc.ac.uk)), is the first point of contact if you wish to complain. If the issue is not resolved to your satisfaction, you can email the Principal, Ed Senior ([ed.senior@wsfc.ac.uk](mailto:ed.senior@wsfc.ac.uk)).