

# **SEND Policy**

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## **1. Introduction to Worcester Sixth Form College**

Worcester Sixth Form College specialises in the education of 16-19 year olds with over 1750 students attending from the whole county of Worcestershire and from 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 friendships 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 academic 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 studying 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.

## **2. Aims**

Our SEND policy and information report aims to:

- Set out how our College will support and make provision for students with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

## **3. Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out College's responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out
- College's responsibilities for Education, Health and Care Plans (EHCPs), SEN coordinators, and the SEND information report

## **4. Definitions**

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education
- 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 education.

## **5. Roles and responsibilities**

### **5.1 The Senior Lead for Inclusion (SenCo) and The Learning Support Manager**

They will:

- Work with the Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the College
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual students with SEN, 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 (LA) and its support services
- Liaise with the schools and professionals supporting prospective students to ensure we can meet the needs of new learners of education under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

### **5.2 The Principal**

The Principal will:

- Work with the Senior Lead for Inclusion and SEND Governor to determine the strategic development of the SEND policy and provision within the College
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **5.3 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with the Learning Support Department to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- To implement the classroom differentiation guidance provided for each student on the College Portal, including the provision of Exam Access Arrangements
- Ensuring they follow this SEND policy

### **5.4 SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Working with the Senior Lead for Inclusion, they will monitor the quality and effectiveness of SEN and disability provision within the College and update the governing board on this
- Work with the Principal and Learning Support Manager to determine the strategic development of the SEN policy and provision in the College

## **6. SEN provided**

The College currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism, speech

- and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy

We offer support to all those who need it, and we provide support in the following areas:

- One-to-one support
- In class support (for students with an Education, Health and Care plan)
- Assessment for exam access arrangements - if applicable
- Exam support
- Mental Health Support; the Learning Support Department works closely with the College's Wellbeing Team to support students experiencing mental health challenges.
- Preparation for adulthood
- Digital Accessibility; the College is committed to ensuring digital resources are accessible to all students, including those using assistive technologies.

## **7. Process of identification of SEND**

### **7.1 Initial College application**

We encourage all students to disclose any additional needs as soon as possible to enable the college to ensure that the correct provision is in place for them. The Senior Lead for Inclusion or The Learning Support Manager will interview the majority of those students who disclosed a learning need. This information is added to the College Portal ahead of the student enrolling.

### **7.2 Referrals**

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 and the necessary support will be discussed. If it is deemed appropriate to consider assessing a student for an exam access arrangement – please refer to the Exams Access Arrangements Policy for further information.

### **7.3 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, the 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. The Senior Lead for Inclusion 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.

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 Senior Lead for Inclusion and the Learning Support Manager. Both teaching and pastoral staff contribute towards the college's written report for the annual review.

## **8. Monitoring progress**

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

- Summary assessments are completed by class teachers each term, this information can be viewed by students and parents on the Portal
- Termly reviews of all SEND students by the Senior Lead for Inclusion
- Individual Learning Plans (ILP) with targets that are reviewed – currently for all
- students in receipt of weekly one to one support sessions.

## **9. Supporting students for the next step**

Students with special education needs are supported through the transition process to Higher Education, Further Education or employment. We have an on-site careers team and a SEND Careers Advisor 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 the information given has been understood and when appropriate relay this to parents/carers.

## **10. Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their classes. High quality teaching is our first step in responding to students who have SEND, with adaptations for individual students.

## **11. Adaptions to the curriculum and learning environment**

We make the following adaptions to ensure students' needs are met:

- Adapting the curriculum to ensure all students are able to access it, for example, by grouping, 1:1 Work, teaching styles, contents of the lessons etc.
- Adapting the resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre teaching key vocabulary, reading instructions aloud, etc.

### **Staff Development and Training**

The College provides ongoing professional development for staff to ensure they are equipped to support students with a range of SEND. Training includes inclusive teaching strategies and safeguarding responsibilities.

## **12. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires to gather feedback
- Monitoring by Senior Lead for Inclusion

- Holding annual reviews for students with EHC plans

### **13. Working with other agencies**

The college works with external agencies such as the Hearing and Visual Impairment teams where required for individual students

### **14. Complaints about SEND provision**

For further information please contact our Senior Lead for Inclusion ([Rachel.briggs@wsfc.ac.uk](mailto:Rachel.briggs@wsfc.ac.uk)) If you need to make a complaint, then please contact our Senior Lead for Inclusion in the first instance or in writing to the Principal in line with the College's Complaints Policy.

### **15. Monitoring arrangements**

This policy and information report will be reviewed by the Senior Leader for Inclusion annually. It will also be updated if any changes to the information are made during the year.

### **16. Links with other policies and documents**

This policy links to the following documents:

- Inclusion Policy
- Accessibility policy
- Admission and Fitness to Study Policy
- Complaints policy
- Equality Policy
- Safeguarding Policy