
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

This policy takes into account the new Special Educational Needs and Disability (SEND) Code of Practice for 0-25 years, (2015 and any updates up till September 2018). This policy should be read in conjunction with the college's safeguarding policy and the rules and regulations of Keeping Children Safe in School and Colleges 2018 which apply to all young people and children regardless of their needs.

Statutory Duties

Prior Pursglove and Stockton Sixth Form College, under Section 41 of the Children and Families Act 2014 has the following specific statutory duties:

- **The duty to cooperate with the local authority (LA) on arrangements for children and young people with Special Educational Needs or Disabilities (SEND).**
- **The duty to admit a young person if the institution is named in an Education and Health Care (EHC) plan.** Young people have the right to request that an institute is named in their EHC plan, and local authorities have the duty to name that institute in the EHC plan unless, following consultations with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEND, or that the young person would be incompatible with the efficient use of resources.
- **The duty to have regard to the SEND Code of Practice (2015).**
- **The duty to use best endeavours to secure the special educational provision that the young person needs.** This duty applies to ensure that the college gives the right to support their students with SEND. The duty applies in respect of students with SEND up to age 25.

Prior Pursglove and Stockton Sixth Form College adheres to the Equality Act (2010) and when carrying out its functions has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled young people. It complies with the Safeguarding Policy and the Child Protection Act where overlapping issues are identified.

Our Aims

Prior Pursglove and Stockton Sixth Form College aims to provide a rigorous and transformational education that prepares students for success in further education, university and beyond.

This policy recognises the entitlement of all students to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all students with SEND.

Specifically, we aim to:

- Provide a balanced and relevant curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all students requiring SEND provision as early as possible in their college journey.
- Ensure that students with SEND take as full a part as possible in all college activities.
- Ensure that parents of students with SEND, where appropriate, are kept fully informed of their child's progress and attainment.
- Ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Definition of Special Educational Needs or Disability

A young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people in mainstream colleges.

Prior Pursglove and Stockton Sixth Form College offers an inclusive approach to teaching, learning and assessment which is differentiated for individuals. This is embedded in all subject areas across all levels of provision.

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained colleges, (other than special colleges) in the area. Prior Pursglove and Stockton Sixth Form College will publish and regularly update an offer of provision for students with SEND.

Nominated Person Responsibilities for SEND

The college has a Deputy Principal, four Faculty Managers and Learning Support Co-ordinator at Prior Pursglove College and a Vice Principal, three Faculty Managers and a Inclusion Coordinator at Stockton Sixth Form who all play a crucial role in the college's SEND provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to teachers
- Managing Learning Support Assistants
- Overseeing students' records
- Liaising with families
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

Staff must be aware of:

- The roles of the participants in identifying and addressing SEND
- The procedures to be followed

- The responsibility all teachers have in making provision for students with SEND
- The commitment required by staff to keep the designated person well informed about students' progress
- Mechanisms that exist to allow teachers access to information about students with SEND
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the designated person to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The role of the Governing Body and CEO

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that students with SEND are fully involved in college activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy
- Avail every opportunity to attend training to comply with the legal obligation as well as keeping up to date with the college policy and procedure in dealing with SEND responsibilities.

The role of the Deputy Principal/Vice Principal

The responsibilities include:

- The day-to-day management of all aspects of the College including the SEND provision
- Keeping the CEO and Governing Body well informed about SEND within the College
- Working closely with the SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the College has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring that SEND provision is an integral part of the College Improvement and Development Plan.

The role of the Subject Teacher

Responsibilities include:

- Being aware of the College's procedures for the identification and assessment of, and subsequent provision for, students with SEND
- Collaborating with the designated person to decide the action required to assist the student to progress

- Working with the designated person to collect all available information on the student
- In collaboration with the designated person, develop provision plans for students with SEND
- Working with students with SEND on a daily basis to deliver targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the College's SEND policy

The College's procedures for dealing with SEND are included in Appendix A. This includes identifying SEND, planning support, record keeping, nature of intervention, involving specialists, requesting EHC plans, evaluating success, complaints procedures, staff development and appraisal, links with other agencies, partnership with parents, learner voice and education provider's responsibility to prepare students with SEND for progression into adulthood.

Date of Last Approval/Revision	September 2017
Review interval (years)	2 yearly or upon legislation change
Responsible Officer	Deputy Principal
Designated person	Vice Principal/Directors of Progress
Approval/review body	SLT, Trust/LGB
Date of next review	October 2019
Public File location	College Portal/Staff Handbook

Appendix 1:

Procedures for dealing with SEND

Identifying SEND

Prior Pursglove and Stockton Sixth Form College have a well-established transition system between school and college. An early identification of students with SEND is a priority. The college will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/assessment
- Their performance judged against level descriptors
- Student progress in relation to objectives in the College's literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations
- Records from feeder schools
- Information from young people and families
- National Curriculum results
- External exam results
- Student portfolios

On entry to the college each student's attainment will be assessed. For students with identified SEND the designated person, in collaboration with other staff, will:

- Use information from the school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve young people and families in a joint home-college learning approach
- Ensure to have a regard to the five key principals of the Mental Capacity Act (MCA) which are:
 - It should be assumed that everyone one can make their own decisions unless it is proved otherwise
 - A person should have all the help and support possible to make and communicate their own decision before anyone concludes that they lack capacity to make their own decision
 - A person should not be treated as lacking capacity just because they make an unwise decision
 - Actions or decisions carried out on behalf of someone who lacks capacity **must** be in their best interests
 - Actions or decisions carried out on behalf of someone who lacks capacity should limit their rights and freedom of action as little as possible.

Appendix 2:

Planning Support

Where the college decides a student needs SEND support, the college will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans will be developed with students and the support and intervention will be selected to meet the student's aspirations, based on reliable evidence of effectiveness, provided by practitioners with the relevant skills and knowledge.

SEND support might include, for example:

- Assistive technology
- Note takers
- In-class support
- Support from specialists
- One-to-one and small group support
- Specialist tuition
- Access to therapies (for example, speech and language therapy)

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Teachers will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Where teachers decide that a student's learning is unsatisfactory, the designated person will work with teachers in consultation with young people and families to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

Appendix 3:

Record Keeping

The college will record the steps taken to meet students' individual needs. The designated person will maintain the records and ensure access to them. In addition to the usual college records, the student's profile will include:

- Information from previous educational providers

- Information from young people and families
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services

Appendix 4:

Nature of Intervention

Where a student is identified as having SEND, the College will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Appendix 5:

Assessment

In identifying a young person as needing SEND support, the teacher, working with the designated person, will carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the college's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of young people and families, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the College's own assessment and information on how the student is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the college to help inform the assessments. Where professionals are not already working with college staff the designated person, with the young person/parents agreement, will contact them.

Appendix 6:

Planning

Where it is decided to provide a student with SEND support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the designated person will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place,

as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the college's information system.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

Appendix 7:

Delivery

The teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The designated person supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Appendix 8:

Review

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The teacher, working with the designated person, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

Appendix 9:

Involving Specialists

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the college will consider involving specialists.

The designated person and teacher, together with the specialists, and involving the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Appendix 10:

Requesting an Educational Health Care Plan

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the College having taken relevant and purposeful action to identify, assess and meet the SEND, the student has not made expected progress, the College will consider requesting an Education, Health and Care assessment. Parents and the student will be fully involved in this process.

Appendix 11:

Reviews of Statements and EHC Plans

Statements and EHC Plans will be reviewed annually or held as frequently as needed. The aim of the review will be to:

- Assess the student's progress in relation to the IP targets
- Review the provision made for the student in the context of the College Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Appendix 12:

Evaluating Success

- The success of the college's SEND Policy and provision should be evaluated through:
- Monitoring of classroom practice by the designated person and senior staff
- Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- Value-added data for students on the SEND Register
- Consideration of each student's success in meeting targets
- Termly monitoring of procedures and practice by the SEND Governor
- College self-evaluation
- The College Improvement and Development Plan (CIDP)/SEND Development Plan
- Parental involvement in devising the pen portrait and assessment of needs

Appendix 13:

Complaints Procedures

The college's complaints procedure is outlined on the College website and in the Student Charter. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Appendix 14:

Staff development and appraisal

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with students with SEND. Part of the designated person's role in college-based CPD is to develop awareness of resources and practical teaching procedures for use with students with SEND. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support Assistants' requirements in supporting students' needs are considered frequently. Newly Qualified Teachers (NQTs) and staff new to the college will be given training on the college's SEND policy as part of their induction. The College's CPD needs will be included in the CIDP.

Appendix 15:

Links with other agencies, organisations and support services

The college recognises the important contribution that external support services make in assisting to identify, assess, and provide for, students with SEND. When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- SEND Support Service

Appendix 16:

Partnership with parents

Prior Pursglove and Stockton Sixth Form College firmly believes in developing a strong partnership with families and that this will enable young people with SEND to achieve their potential. The college recognises that parents have a unique overview of the young person's needs and how best to support them, and that this gives them a key role in the partnership.

Appendix 17:

Learner Voice

All students are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity. The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory college age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory college age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. In practice, the College believes that the needs of students are usually best served by continued parental involvement at this stage.

The specific decision-making rights about EHC plans which apply to young people directly from the end of compulsory college age are:

- The right to request an assessment for an EHC plan (which they can do at any time up to their 25th birthday)
- The right to make representations about the content of their EHC plan
- The right to request that a particular institution is named in their EHC plan.
- The right to request a Personal Budget for elements of an EHC plan
- The right to appeal to the First-Tier Tribunal (SEND and Disability) about decisions concerning their EHC plan

Appendix 18:

Preparation for adult life

Being supported towards greater independence and employability can be life-transforming for students with SEND. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

High aspirations about employment, independent living and community participation will be developed through the curriculum and co-curricular provision. The College will seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help students understand what is available to them as they get older, and what is possible for them to achieve. For students with EHC plans, personal budgets can be used to help to access activities that promote greater independence and learn important life skills.

For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post-16 option is part of this planning.

Under statutory guidance accompanying the Autism Strategy, the designated person should inform students with autism of their right to a community care assessment and their parents of the right to a carer's assessment.

- Volunteering or community participation
- Work experience

- Opportunities that will equip students with the skills they need to make a successful transition to adulthood, such as independent travel training, and/or skills for living in semi-supported or independent accommodation, and
- Training to enable a young person to develop and maintain friendships and/or support them to access facilities in the local community.

It can also include health and care related activities such as physiotherapy. Full-time packages of provision and support set out in the EHC plan should include any time young people need to access support for their health and social care needs.

For a young person with an EHC plan, the local authority should ensure that the transition to adult care and support is well planned, is integrated with the annual reviews of the EHC plans and reflects existing special educational and health provision that is in place to help the young person prepare for adulthood.

Assessments for adult care or support must consider:

- Current needs for care and support
- Whether the young person is likely to have needs for care and support after they turn 18, and
- If so, what those needs are likely to be and which are likely to be eligible needs

Under no circumstances should young people find themselves suddenly without support and care as they make the transition to adult services.

Separate policies for Safeguarding and Child Protection are available

Glossary:

CIPD	Continuous Improvement and Professional Development
EHC	Educational Health Care
LA	Local Authority
MCA	Mental Capacity Act
NQTs	Newly Qualified Teachers
SEND	Special Educational Needs and Disability