

**LIPA**  
**SIXTH FORM**  
**COLLEGE**

**SEND Policy and Information Report**

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**Document Version History**

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1.0	August 2016		New Policy.
1.1	August 2018	SG18-020	Revised. To be considered for approval by the Governing Board.
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# **SEND Policy and Information Report**

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## **1 Aims**

Our SEND policy and information report aims to:

- set out how our college will support and make provision for learners with special educational needs (SEND)
- explain the roles and responsibilities of everyone involved in providing for learners with SEND

At LIPA Sixth Form College, all learners are valued equally, regardless of where their abilities lie. All learners have access to a creative, project-based approach, which is differentiated to meet individual needs in order that all learners can develop their skills and technical abilities.

A small, specialist sixth form college, LIPA Sixth Form College aims to empower all our learners to develop socially, emotionally and practically, as well as vocationally and academically in a safe, supportive environment.

In the first instance, our approach to teaching SEND learners is to use differentiation to ensure the needs of all individuals in a class are met.

In addition to this, Inclusion team staff support SEND learners as part of in-class interventions or additional interventions where there is a need for this, for example, when this is specified on a learner's Educational Health & Care Plan (EHCP).

Staff from external agencies work with learners in the sixth form setting where there is a need for additional provision which cannot be provided by staff internally.

## **2 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 colleges' responsibilities for learners with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out colleges' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association. The graduated approach laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) underpins all of the educational provision in the college: assess, plan, do, review.

## **3 Definitions**

A learner has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or

- a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream education

As a college, we recognise the definition of SEND as stated in the Code of Practice (2014):

“A learner has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to learners of the same age”.

## **4 Roles and Responsibilities**

### **4.1 The SENDCO**

The Special Educational Needs Coordinator (SENDCO) is Amy Deane. Amy can be contacted by email on [a.deane@lipasixthformcollege.org](mailto:a.deane@lipasixthformcollege.org) or by telephone on 0151 330 3232.

The SENDCO will:

- work with the college director and SEND governor to 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 learners with SEND, including those who have an EHCP
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners 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 learners’ 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 learners and their parents are informed about options and a smooth transition is planned
- work with the college director and governing board 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 learners with SEND up to date

### **4.2 The Safeguarding & Progress Manager**

The Safeguarding & Progress Manager will:

- take oversight of the progress of all learners in college, therefore may work with the SENDCO in relation to planning for the progress of individual learners with SEND, including those who have an EHCP

#### 4.3 The SEND governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND provision within the college and update the governing board on this
- work with the college director and SENDCO to determine the strategic development of the SEND policy and provision in the college

#### 4.4 The college director

The college director will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the college
- have overall responsibility for the provision and progress of learners with SEND

#### 4.5 Lecturers and teachers

Each lecturer and teacher is responsible for:

- the progress and development of every learner in their class
- working closely with learning support assistants / specialist staff allocated to their classes to plan in-class support which will help learners achieve and progress
- working with the SENDCO and/or Safeguarding & Progress Manager to review individual SEND learners' progress and development and decide on any changes to provision
- ensuring that planned adjustments are in-line with qualification requirements (GCSE or UAL) in order that learners are not given unfair advantage.
- ensuring they follow this SEND policy

#### 4.6 Learning support staff

Each learning support assistant is responsible for:

- working closely with teachers and lecturers as part of providing in-class and both face-to face and remote out-of-class support which will help learners achieve and progress
- working with the SENDCO and/or Safeguarding & Progress Manager to review individual SEND learners' progress and development and decide on any changes to provision
- ensuring that planned adjustments and additional support are in-line with qualification requirements (GCSE or UAL) in order that learners are not given unfair advantage.
- ensuring they follow this SEND policy

## 5 **SEND information report**

### 5.1 **The kinds of SEND that are provided for:**

Our college currently provides additional and/or different provision for learners with a range of needs, including the following examples:

- **Cognition and learning**
  - Learning support assistants act as scribes and readers and provide additional support with project planning and study skills development where evidence of need is identified
  - In-class and out-of-class 1:1 and small group learning support is provided, where necessary, planned in coordination with teachers and lecturer
  
- **Communication and interaction**
  - Learning support assistants provide mentoring and social skills support for learners with autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
  - College commissions services from external providers, for example, from speech and language therapists
  - In-class and out-of-class 1:1 and small group support is provided, where necessary
  - Inclusion Manager (SENDSCO) provides daily check-in sessions, where necessary, for students with communication difficulties with a view to early identification of issues and misunderstandings.
  
- **Social, emotional and mental health difficulties**
  - Learning support assistants provide mentoring and additional support with project planning and study skills development, for example, for learners with attention deficit hyperactivity disorder (ADHD)
  - College provides an in-house counselling service and refers learners externally for counselling services.
  - Learners may be referred externally for support, for example, to CAMHS.
  - A large number of college staff are trained in Mental Health First Aid (MHFA)
  - College commissions services from external providers, for example, from educational psychologists, ADHD Foundation and Open Door.
  
- **Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy**
  - Learning support assistants act as scribes, readers and provide additional support with project planning and study skills development where this is needed.
  - In-class and out-of-class 1:1 and small group support is provided, where necessary.

- **Moderate and multiple learning difficulties**
  - Learning support assistants act as scribes, readers and provide additional support with project planning and study skills development where evidence of need is identified
  - In-class and out-of-class 1:1 and small group support is provided, where necessary.
  - College can commission services from external providers, for example, educational psychologists.

## 5.2 Identifying learners with SEN and assessing their needs

LIPA Sixth Form College aims to identify learners with SEN as early as possible.

### 1. Pre-application

The SENDCO and/or members of the Inclusion team are available at all open days.

Parents are invited to drop in and discuss any additional support needs before applying.

Parents can also contact Amy Deane, our SENDCO, by email or telephone in advance of applying to make college aware of learners' needs on [a.deane@lipasixthformcollege.org](mailto:a.deane@lipasixthformcollege.org) or 0151 330 3232.

The SENDCO will discuss with parents and learners whether there is a need to make any adjustments at the application or audition stage to ensure that as much as possible any barriers are removed at audition and interview.

The SENDCO liaises closely with local authorities where students have an EHCP to gain access to needs information early and plan reasonable adjustments at audition/interview.

### 2. After learners receive a conditional offer

#### Transitions survey

All learners who are made an offer are asked to complete the college transition survey. This is used to identify learners with SEND and to request copies of EHCP documents and specialist assessments.

#### Initial planning meeting

Following on from this, where necessary, a further meeting is arranged with parents and learners in order to plan provision for the first half term.

#### EHCP

If a learner has an EHCP, further contact will be established with local authority before term starts as part of initial provision planning and applying for high needs funding, where necessary.

### Contact with previous setting

With permission from parents, we will contact the learner's previous setting in order to request records in relation to SEND, copies of any exam arrangements documentation (Form 8s), EHCP reviews and other information in relation to the learner's needs and support provided.

### 3. Induction week and initial weeks of the study programme

- Each learner's English and maths skills are assessed during induction week.
- Teachers and lecturers use English and maths initial assessment and diagnostic results as part of planning for the embedding of English and maths skills into the arts curriculum.
- An initial assessment of learners' academic and performance skills takes place in the first weeks of each GCSE and UAL course.
  - Teachers and lecturers make regular assessments of progress for all learners and identify those whose progress is significantly slower than that of their peers starting from the same baseline fails to match or better the learner's expected rate of progress. This may include progress in areas other than attainment, for example, social needs.
  - Slow progress and low attainment will not automatically mean a learner is recorded as having SEND.
  - When deciding whether special educational provision is required, the SENDCO will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learners and their parents.
  - This will determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving learners and parents

The SENDCO will have an early discussion with the learner and their parents when identifying whether there is a need for special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the learner's areas of strength and difficulty
- we consider the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the learner's record and given to their parents. The SENDCO will formally notify parents when it is decided that a learner will receive SEN support.

### 5.4 Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher or lecturer will work with the SENDCO and/or Safeguarding & Progress Manager to carry out a clear analysis of the learner's needs. This will draw on:

- the teacher's assessment and experience of the learners
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the learner's own views
- advice from external support services, if relevant

All teachers and support staff who work with the learners will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The SENDCO will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

#### 5.5 Supporting learners moving between phases and preparing for adulthood

##### Moving from college to LIPA Sixth Form College

All learners who are made a conditional offer of a place are invited to a transition day in college at which they meet teaching staff, Inclusion staff and participate in activities which simulate those on their chosen study programme.

With permission from parents, we will contact the learner's previous setting and request records in relation to their SEN needs and guidance from the college SENDCO in relation to planning for a smooth transition. Transition support will be dependent on the needs of the individual learner, and may involve:

- A visit by our SENDCO to meet the SENDCO, learner and/or parents in the college setting
- The planning of support on transition day, or some 1-1 time on that day or on an additional day with teaching and support staff in which learners can get to know the staff they will work with.

##### Moving from LIPA Sixth Form College into education, employment or further training

With permission from the individual learner, the SENDCO will share information with the college, higher education institution or other setting the learner is moving to. The SENDCO will agree with the individual learner which information will be shared as part of this.

The SENDCO will provide advice and guidance to students and families in relation to the process of applying for support in higher education settings through Disabled Students Allowance.

## 5.6 Our approach to teaching learners with SEND

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEND. This will be differentiated for individual learners.

We will also provide the following interventions:

- 1:1 and small group literacy support with a specialist teacher
- 1:1 and small group numeracy support with a specialist teacher
- scribes
- readers
- project planning and study skills development from a learning support assistant
- in-class support planned and monitored in coordination with teachers and lecturers
- counselling
- social skills support
- speech and language therapy
- daily and weekly check-in sessions with students and parents, where necessary

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learners' needs are met:

- differentiating our curriculum to ensure all learners can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, larger font, reader pens, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key complex vocabulary, reading instructions aloud, etc.

## 5.8 Expertise and training of staff

Amy Deane, our SENDCO has four years' experience in this role and has achieved the Level 7 National SENDCO Award. Amy is currently completing the Level 7 National Professional Qualification in Senior Leadership (NPQSL) through Middlesex University with a view to leading on continuous improvement in cross-college outcomes for students with SEND.

The SENDCO is allocated three days per week to manage the SEND provision. We have a team of five learning support assistants who are trained to deliver the interventions listed in sections 5.2 and 5.6.

In the course of the last year, all staff in college were trained in relation to:

- Youth Mental Health Awareness
- Mental Wellbeing in Children & Young People

A number of key staff were trained in:

- Adverse Childhood Experiences
- Dealing with Bereavement & Loss
- Equality & Diversity
- Mental Health First Aid
- The SEND Code of Practice

All Learning Support Assistants attended the ADHD Conference Liverpool as part of developing their understanding of ADHD and other neurodiversities.

In preparation for reopening after the lockdown in the 2018/19 academic year, members of the Inclusion team were trained in the following:

- Person centred planning in lockdown and recovery
- Preparing Autistic Children and SEND Children for going back to school
- The Big Transition for Autistic and SEND pupils after lockdown

We use external specialist staff from Educational Guidance Service to carry out exam arrangements and other assessments, where necessary, for SEND learners.

In agreement with parents, educational psychologists and other professionals are commissioned, where necessary, to assess learners who may have an undiagnosed SEND.

#### 5.9 Securing equipment and facilities

The SENDCO uses information provided on EHCP documents, by learners, parents, previous educational settings, from assessments and reviews to plan required provision, equipment and facilities for learners.

The SENDCO requests SEN provision, equipment and resources directly from the college director. Where the student has an EHCP and the cost of a student's planned SEN provision exceeds £6,000, an application is made to the local authority to fund additional resources and equipment.

Where the planned SEND provision exceeds £6,000 and the student does not have an EHCP, the SENDCO will liaise with the learner's parents to discuss the possibility of applying for an EHCP with local authority.

#### 5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEN by:

- reviewing learners' individual progress towards their goals each term
- reviewing the impact of interventions at the end of each half term
- using learner and parent feedback
- monitoring by the SENDCO

- using tracking data on ISAMS to measure progress of SEND learners
- holding annual reviews for learners with statements of SEND or EHC plans

#### 5.11 Enabling learners with SEND to engage in activities available to those in the college who do not have SEND

All our extra-curricular activities and visits are available to all our learners, including our after-college clubs and study sessions.

All learners are encouraged to participate in the range of trips on offer.

All learners are encouraged to take part in enrichment activities, such as workshops and Q&As with visiting speakers.

No learner is ever excluded from taking part in these activities because of their SEND or disability.

#### 5.12 Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

- accessing in-house counselling services, where needed
- learners with SEND are encouraged to be part of the college council
- learners with SEND are also encouraged to take part in a range of enrichment activities to promote building friendships, teamwork skills and raising awareness of neurodiversity

We have a zero tolerance approach to bullying.

#### 5.13 Working with other agencies

We currently work with the following agencies to provide support for learners with SEND:

- Liverpool City Council
- Wirral Council
- Lancashire Council
- St Helens Council
- ADHD Foundation
- ADDvanced Solutions

We continuously seek opportunities for partnerships with new organisations as part of providing the best support for our learners with SEND. We welcome suggestions from parents and contact from external organisations.

#### 5.14 Complaints about SEND provision

Complaints about SEND provision in our college should be made to the SENDCO in the first instance. The college's complaints policy will be followed.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

#### 5.15 Contact details for raising concerns

If you have an urgent concern in relation to the safety of a learner with SEND or another learner

Please immediately contact Victoria Smith, the Safeguarding & Progress Manager by telephone on 0151 330 3232 or 07934 921 992

In this instance, if you are not able to contact Victoria Smith, please ask for Amy Deane, Charles Bartholomew or Andrea McDevitt, who are all trained to deal with urgent safeguarding concerns.

If you are concerned about the progress or wellbeing of a learner with SEND

In the first instance, please contact our SENDCO, Amy Deane on 0151 330 3232.

#### 5.16 The local authority local offer

Our local authority's local offer is published [here](#)

### **6 Monitoring arrangements**

This policy and information report will be reviewed by Amy Deane, Inclusion Manager (SENDCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **7 Links with other policies and documents**

This policy links to the following policies:

- accessibility plan
- behaviour
- equality information and objectives
- supporting learners with medical conditions

These policies can all be found on our website.