

SEND policy and information report

Reviewed by:	Amy Deane	Date: August 2022
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At LIPA Sixth Form College, all students have access to a creative, project-based curriculum, which is differentiated in such a way to enable all students can develop their skills and technical abilities.

A small, specialist performing arts sixth form college, LIPA Sixth Form College aims to empower all our students to develop to the best of their ability in a safe, supportive and inclusive environment.

1. 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 (SEND)
- explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 – 25 years](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out college's responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out college's 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 student 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 student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age”.

4. Roles and responsibilities

4.1 The SENDCO

The Special Educational Needs Coordinator (SENDCO) is Amy Deane, Assistant Principal - Inclusion. Amy can be contacted by email on a.deane@lipasixthformcollege.org or by telephone on 0151 330 3232.

The SENDCO will:

- work with the principal 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 students with SEND, including those who have an EHCP
- 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 are informed about options and a smooth transition is planned
- work with the college principal 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 students with SEND up to date

4.2 The Deputy Principal

The Deputy Principal will:

- take oversight of the progress of all students in college, therefore will work with the SENDCO in relation to planning for the progress, attendance and wellbeing of individual students 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 and disability provision within the college and update the governing board on this
- work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the college
- The SEND Governor is Dr Joanna Moriarity

4.4 The principal

The principal 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 students with SEND and/or a disability

4.5 Teachers

Each teacher is responsible for:

- the progress and development of every student in their class
- working closely with learning support assistants / specialist staff allocated to their students to plan in- and out-of-class class support which will help students achieve and progress
- working with the SENDCO to review individual SEND students' 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 students are not given unfair advantage.
- ensuring they follow this SEND policy

4.6 Learning support staff

Each learning support assistant is responsible for:

- collaborating closely with teachers as part of providing in-class and both face-to face and remote out-of-class support which will help students achieve and progress
- working with the SENDCO to review individual SEND students' 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 students are not given unfair advantage.
- ensuring they follow this SEND policy

5. SEND information report

5.1 The four areas of SEND provided for at LIPA Sixth Form College

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

- **Cognition and learning**

For example, specific learning difficulties, including dyslexia, dyscalculia, Developmental Coordination Disorder (DCD) – also known as dyspraxia

- 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

- **Communication and interaction**

For example, autism, and speech and language difficulties

- Learning support assistants provide mentoring and social skills support for students with autism and speech and language difficulties
- In-class and out-of-class 1:1 and small group support is provided, where necessary
- Assistant Principal - Inclusion (SEND/CO) and learning support assistants provide daily check-in sessions, where necessary, for students with communication difficulties with a view to early identification and resolution of issues and misunderstandings
- College commissions services from external providers, for example, from speech and language therapists

- **Social, emotional and mental health difficulties**

For example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, bipolar

- A large number of college staff are trained in Mental Health First Aid (MHFA)
- Learning support assistants provide mentoring and additional support with project planning and study skills development, for example, for students with attention deficit hyperactivity disorder (ADHD)
- College provides an in-house counselling service
- Students may be referred externally for more specialist or targeted mental health support, for example, to CAMHS
- College commissions services from external providers, for example, from educational psychologists and the ADHD Foundation

- **Sensory and/or physical needs**

For example, visual impairments, hearing impairments, processing difficulties, a diagnosed medical condition which affects a young person physically, such as 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.
- College commissions services from external providers, for example, from occupational therapists

- **Moderate and multiple learning difficulties**

Many young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas

- 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.
- Learning support assistants provide mentoring and social skills support for students, where needed
- Assistant Principal - Inclusion (SENDSCO) and learning support assistants provide daily check-in sessions, where necessary, with a view to early identification and resolution of issues
- College can commission services from external providers, for example, educational psychologists.

5.2 Information gathering and identification of students with SEND and their needs

LIPA Sixth Form College aims to identify students with SEND as early as possible. Information will be gathered from:

- the young person
- current / last school or college
- parents
- social care, where relevant
- local authority, where a student has EHCP

Students and parents are asked to share any new or updated SEND information with the SENDCO so that this can contribute to the ongoing review of support plans in college.

Information is gathered at the following stages

1. Pre-application

Students and parents are invited to share SEND information on an informal basis as part of discussions surrounding potential support at college:

- during SENDCO drop-ins at open days
- by telephone or by email with the SENDCO
- by telephone or by email with the Admissions Officer, Julie Humphreys, our Admissions Officer, on admissions@lipasixthformcollege.org

2. At application

Students are invited to share SEND information with college as part of their Admissions Plus electronic application.

Reasonable adjustments linked to SEND can be made at the application / interview / audition stage, where needed, on request by contacting the SENDCO or our Admissions Officer, on admissions@lipasixthformcollege.org

3. During transition to college

Prospective students are encouraged to have their voices heard with regards to SEND by creating the first draft of their personal profile the summer before starting college; this is shared with teaching staff ahead of our transition day and enrolment.

4. At enrolment

Students are invited to share SEND information with college as part of completing the college enrolment form and through conversation with the SENDCO in person at enrolment or by telephone or email.

Each student's current skills and level of attainment will be assessed on entry to college to establish a baseline and as part of setting target grades and planned outcomes linked to SEND.

5.3 Assessing and reviewing students' progress towards outcomes

All teachers and support staff will be made aware of the students' needs, the outcomes sought, the support needed, and any teaching strategies or approaches that are required. Barriers to learning, initiatives and the effectiveness of the support provided in terms of impact on the student is reviewed in weekly departmental and Inclusion team meetings.

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

Teachers make regular assessments of progress of all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- is not at the expected rate taking account of progress against the student's previous rate of progress
- does not close the attainment gap between the student and their peers
- or widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student 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 students 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.

5.4 Consulting and involving students and parents

The SENDCO will have a discussion with the student 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 student's areas of strength and difficulty
- we consider the parents' concerns
- everyone understands the agreed outcomes sought for the young person
- everyone is clear on what the next steps are

Department managers and teaching staff will work with the SENDCO to carry out a clear analysis of the young person's needs. This will draw on:

- teaching staff assessment and experience of the young person
- the young person's previous progress, attainment and behaviours
- the individual's development in comparison to peers and national data
- the views and experience of parents
- the young person's own views
- observation of the student in teaching and learning activities
- advice from external support services, where this is needed

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

5.5 Our approach to teaching students with SEND

High quality teaching is our first step in responding to students who have SEND.

Teachers make the following adaptations, wherever possible, to ensure all students' needs are met:

- differentiating our curriculum to ensure accessibility, for example, by (not an exhaustive list):
 - task, support, or outcome
 - pace of delivery
 - content
 - grouping
 - giving longer processing times within activities
 - pre-teaching of key complex vocabulary or content
 - adapting resources
 - printing on students' required paper colours
 - making reasonable adjustments to the course delivery and assessment in line with the [UAL Reasonable Adjustments Policy](#)
 - making reasonable adjustments to the course delivery and assessment in line with Joint Centre for Qualifications (JCQ) policy for GCSE qualifications
- ensuring students use their required tools and aids within lessons, where appropriate, such as:
 - laptops
 - coloured overlays
 - changing the page colour in Word documents
 - coloured reading glasses
 - audio recording of lesson content after seeking permission from teachers
 - larger font
 - reader pens for printed texts
 - Read & Write software
 - noise-cancelling headphones
 - other agreed learning aids as specified by students in their personal profiles

Our next step in responding to the needs of students with SEND is to provide the following interventions internally, planned by the SENDCO with the Inclusion staff team:

- project planning and study skills development from a learning support assistant in the LRC or learning pods
- in-class learning support assistant support planned and monitored with teachers
- scribes
- readers
- counselling
- social skills support
- time out in the Inclusion & Safeguarding Office

- daily and weekly SENDCO/LSA check-in sessions with students, where necessary
- 1:1 and small group literacy support with a specialist teacher
- 1:1 and small group numeracy support with a specialist teacher
- additional meetings with the Careers & Progressions Coordinator

Our next step in responding to the needs of students with SEND is to provide the following external interventions:

- speech and language therapy
- educational psychologist assessment and other support
- occupational therapy
- other agreed external interventions dependent on the individual student's needs

5.6 Supporting students moving between phases and preparing for adulthood

Transitioning from previous school or college to LIPA Sixth Form College

All prospective students made a conditional offer are invited to a summer transition day.

All prospective students are asked, with support of parents, where necessary, to create a first draft of a personal profile based on our college template in the voice of the young person, for sharing with teaching staff.

If a student 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.

Where it is expected a student will likely be enrolled on a GCSE resit as part of their study programme, the young person's previous school or college will be contacted to request copies of any previous exam arrangements documentation, such as Form 8s.

Additional transition arrangements can be made based on the needs of the individual student.

Transitioning from LIPA Sixth Form College into higher education, employment or further training

The SENDCO will ensure students and parents are advised how to apply for support in higher education settings through [Disabled Students Allowance](#) when they apply through UCAS.

With permission from the individual SEND student, the SENDCO will share SEND information with progression institutions. The SENDCO will agree with the individual student the content of any information to be shared.

Additional transition arrangements can be made based on the needs of the individual student.

5.7 Expertise and training of staff

Amy Deane, Assistant Principal - Inclusion, is the college SENDCO, with six years' experience in this role, and is also the deputy Designated Safeguarding Lead.

Lyndsey Healey, Dance Teacher, is also a qualified SENDCO.

Both staff hold the National Award in Special Educational Needs Coordination (NASENCO).

Amy Deane is allocated three full days per week to manage the SEND provision.

Amy Deane is also the college's Designated Mental Health Lead and has completed the associated training for this through National College.

All teachers and support staff have experience of working with young people who have SEND.

The college has a team of five learning support assistants who are trained to deliver the interventions listed in sections 5.1 and 5.6, where they are timetabled to do so.

All teachers and learning support assistants are required to carry out CPD each year in relation to SEND linked to the needs of their allocated students.

The college has a service level agreement with School Improvement Liverpool in relation to SEND and Inclusive Practice as part of a continuous process of developing and reviewing our inclusive practices to achieve the best possible outcomes for our students.

All staff have completed safeguarding and Prevent training.

The college uses external specialist staff from Educational Guidance Service to carry out exam arrangements and other assessments, where necessary, for SEND students.

In agreement with parents, educational psychologists, occupational therapists, speech and language therapists, specialist assessors and other professionals are commissioned, where necessary, to assess and/or work therapeutically with students who have or may have SEND.

5.8 Securing equipment and facilities

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

The SENDCO requests SEND provision, equipment and resources directly from the principal.

Where the student has an EHCP, an application is made to Liverpool local authority to fund E2 SEND provision and to a student's home local authority for E3 SEND provision, where this is required.

5.9 Evaluating the effectiveness of SEND provision

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

- reviewing students' individual progress towards their targets and outcomes each term
- reviewing the impact of interventions at the end of each half term
- using student and parent feedback
- monitoring by the SENDCO
- using tracking data on ISAMS to measure progress of SEND students
- holding annual reviews for students with statements of SEND or EHC plans

5.10 Enabling students 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 students, including our after-college clubs and study sessions.

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

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

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

We have a zero tolerance approach to bullying.

5.11 Working with other agencies

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

- various local authorities in the Greater Merseyside region and beyond
- ADHD Foundation
- ADDvanced Solutions
- Box 42
- Liverpool Speech Therapy
- Merseyside Autism & Speech Therapy
- Dragon Occupational Therapy
- Cheshire & Merseyside Adolescent Eating Disorder Service
- Alder Hey Children's Hospital
- Educational Guidance Service
- Liverpool School Improvement

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

5.12 Concerns and 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 students 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

5.13 Contact details of support services for parents of students with SEND

External agencies can provide excellent information, advice and support for young people, parents and carers in relation to SEND. Each local authority should have a SEND Information, Advice and Support Service (IASS). Here are the contact details for the Liverpool & Knowsley service:

Tel: 0800 012 9066

Email: liverpoolandknowsleysend@wired.me.uk

Website: <http://liverpoolandknowsleysend.com/>

Nationally, the Independent Provider of Special Education Advice (known as IPSEA) is a registered charity offering free and independent legally based **information, advice and support** to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). Their website can be found at: <https://www.ipsea.org.uk/>

5.14 Contact details for raising concerns

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

Please immediately contact Victoria Smith, the Deputy Principal in her position as Designated Safeguarding Lead (DSL) by telephone on 0151 330 3232.

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

If you are concerned about the progress of a student with SEND

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

5.15 The local authority local offer

Our local authority's local offer is published here:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

6. Monitoring arrangements

This policy and information report will be reviewed by Amy Deane, Assistant Principal - Inclusion (SENDCO) every year. It will also be updated if any changes are made to the information 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
- behavior
- child protection & safeguarding policy
- equality information and objectives
- supporting students with medical conditions

These policies can all be found on our website.