

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

**SEN Policy and Information Report**

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**Document Version History**

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1.0	August 2016		New Policy.
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# **SEN Policy and Information Report**

## **Contents**

1	Aims .....	3
2	Legislation and Guidance .....	3
3	Definitions.....	3
4	Roles and Responsibilities.....	4
5	SEN Information Report .....	6
6	Monitoring Arrangements.....	13
7	Links with other policies and documents.....	13

## **1 Aims**

Our SEN policy and information report aims to:

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

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 of 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 SEN 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 SEN 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 schools' responsibilities for learners with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN 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 SEN 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 SENCO**

The Special Educational Needs Coordinator (SENCO) 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 SENCO will:

- work with the college director and SEN governor to determine the strategic development of the SEN policy and provision in the school
- have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have an EHCP
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high quality teaching
- advise on the graduated approach to providing SEN 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 school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all learners with SEN 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 SENCO in relation to planning for the progress of individual learners with SEN, including those who have an EHCP.

#### 4.3 The SEN Governor

The SEN Governor will:

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

#### 4.4 The College Director

The College Director will:

- work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### 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 SENCO and/or Safeguarding & Progress Manager to review individual SEN 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 SEN 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 support to plan in-class support which will help learners achieve and progress
- working with the SENCO and/or Safeguarding & Progress Manager to review individual SEN 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 SEN Policy.

## **5 SEN Information Report**

### **5.1 The kinds of SEN that are provided for**

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

#### **Cognition and Learning**

- Our Maths and English specialist teachers, Joe Cornmell and Amy Deane, are currently in-training to deliver specialist dyscalculia and dyslexia support to learners. At present, while they train, this additional support is available on a small scale only, and will be expanded in the academic year 2019/20.
- 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 support is provided, where necessary, planned in coordination with teachers and lecturers.

#### **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 can commission services from external providers, for example, from speech and language therapists.
- In-class support is provided, where necessary.

#### **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)
- Learners may be referred externally for support, for example, to CAMHS.
- Learner engagement officer provides a mindfulness intervention and mentoring.
- College provides an in-house counselling service and refers learners externally for counselling services.
- College can commission 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 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 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.

### *5.2.1 Pre-application*

The SENCO 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 SENCO, by email or telephone in advance of applying to make college aware of learners' SEN needs on [a.deane@lipasixthformcollege.org](mailto:a.deane@lipasixthformcollege.org) or 0151 330 3232.

The SENCO 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.

### *5.2.2 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 SEN needs 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, contact will be established with local authority before term starts as part of initial provision planning.

#### Contact with previous setting

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

### *5.2.3 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 SEN.
  - When deciding whether special educational provision is required, the SENCO 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 SENCO 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 take into account 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 SENCO will formally notify parents when it is decided that a learners 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 SENCO 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 SENCO 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 school 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 school SENCO 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 SENCO to meet the SENCO, learner and/or parents in the school 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 SENCO will share information with the college, higher education institution or other setting the learner is moving to. The SENCO will agree with the individual learner which information will be shared as part of this.

## 5.6 Our approach to teaching learners with SEN

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 SEN. This will be differentiated for individual learners.

We will also provide the following interventions:

- specialist dyscalculia support

- specialist dyslexia support
- 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
- mentoring
- counselling
- social skills support
- mindfulness
- counselling

## 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 are able to 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, 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 SENCO has two years' experience in this role and has achieved the Level 7 National SENCO Award.

The SENCO is allocated three days per week to manage the SEN provision.

Joe Cornmell, our Maths lecturer, is studying the Postgraduate Certificate in Dyscalculia (due to complete 2018/19).

Amy Deane is studying the Postgraduate Certificate in Dyslexia (due to complete 2019/20).

We have a team of three learning support assistants who are trained to deliver a number of the interventions listed in sections 5.2 and 5.6.

In the last academic year, all college staff have been trained by external expert staff from ADHD Foundation in relation to:

- Supporting learners with ADHD
- Supporting learners with ASD
- Managing anxiety
- Supporting learners with Tourettes

We use external specialist staff from Educational Guidance Service to carry out exam arrangements assessments, where necessary, for SEN learners enrolled on GCSE/GCE qualifications.

In agreement with parents, educational psychologists are commissioned, where necessary, to assess learners who may have an undiagnosed SEN need.

### 5.9 Securing equipment and facilities

The SENCO 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 SENCO 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 SEN provision exceeds £6,000 and the student does not have an EHCP, the SENCO 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 SEN 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 SENCO
- using tracking data on etracker to measure progress of SEN learners
- holding annual reviews for learners with statements of SEN or EHC plans

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

All of our extra-curricular activities and school 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.

Our college bursary system enables learners with an EHCP to go on the trips of their choice free of charge.

No learner is ever excluded from taking part in these activities because of their SEN 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:

- learners with SEN are encouraged to be part of the school council
- learners with SEN are also encouraged to take part in a range of enrichment activities to promote building friendships and teamwork skills, for example, Social Action Group

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 SEN:

- Liverpool City Council
- Wirral Council
- Trafford Council
- St Helens Council
- Cheshire East Council
- ADHD Foundation
- Advanced Solutions
- Open Door

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

## 5.14 Complaints about SEN provision

Complaints about SEN provision in our college should be made to the SENCO 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 school 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 of support services for parents of learners with SEN

The Liverpool Parent Partnership Service is an Information, Advice and Support Service (IASS) which aims to empower parents/carers of children with Special Educational Needs and/or a Disability by ensuring they have the

information, confidence and support needed to make informed decisions about their child's education. Contact details can be found on their website below.

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/liverpool-parent-partnership-service/>

#### 5.16 Contact details for raising concerns

*If you have an urgent concern in relation to the safety of a learner with SEN 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 SEN*

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

#### 5.17 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, Inclusion Manager (SENCO) 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.