

LIPA
SIXTH FORM
COLLEGE

**SEND Policy &
Information Report**

Approved by: LGB **Date:** September 2024

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LIPA Sixth Form College aims to be both selective in terms of the way we select students according to their aptitude for creative, project-based learning, and inclusive in the way our student cohort is made up a diverse mix of students from different backgrounds, including students who have a range of different disabilities, neuro-divergences, and medical needs.

At LIPA Sixth Form College, all students have access to a level 3 creative, project-based curriculum, which can be adapted in a range of ways to enable all our students to achieve their qualifications and develop and hone their skills, technical and academic abilities.

LIPA Sixth Form College aims to empower all our students to achieve to the best of their ability in a safe, supportive, and inclusive performing arts-focused environment, and with additional support, where needed, to enable students to progress in-line with their peers.

1. Aims: Our SEND policy and information report aims to:

- set out how young people with SEND can have equal access at LIPA Sixth Form College from the point of pre-application and at audition/interviews, as well as from the point of becoming an enrolled student.
- set out how our college will make provision for students with special educational needs (SEND), with emphasis that the main aim, if possible, is for students with SEND to learn and progress in the classroom alongside peers through high quality teaching.
- explain the roles and responsibilities of everyone in college involved in the delivery of the education of our students with SEND.
- ensure a consistent, whole college approach to students with SEND.
- identify students' needs as early as possible, primarily with a view to enabling teachers to meet the needs of students with SEND through effective teaching in their classes.
- provide information as to what additional SEND support and interventions are currently available for students and how students can go about accessing these.
- provide students with EHC plans with education and training which meets their needs and enables them to achieve and progress in-line with their peers.
- support our staff to create a positive and safe learning environment for their classes that meets the special educational needs of their classes.
- ensure that all students have equal access to a broad, balanced and differentiated curriculum.
- encourage students to be fully involved in their learning and in developing the skills to monitor and review their own progress.
- ensure that governors are aware of the importance of the provision for students with special educational needs.
- make clear the expectations of all partners when planning for and supporting the provision for special educational needs.
- ensure that parents are aware of how involved in supporting the college in meeting the needs of their child.
- ensure that all teaching and support staff receive appropriate information, guidance, and opportunities to engage in professional development activities which support staff to develop their understanding of students' SEND needs and how they can meet those needs through high quality teaching and support.
- ensure that students with special educational needs can participate alongside peers, so far as that is reasonably practical and compatible with the student receiving the necessary

special educational provision, the efficient education of other students in the college, and the efficient use of resources.

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 and support
- 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 students with SEND up to date

4.2 Deputy SENDCO

The Deputy Special Educational Needs Coordinator (SENDCO) is Lyndsey Healey. Lyndsey is qualified to deputise on all the SENDCO roles and responsibilities described on page four. Lyndsey can be contacted by email on l.healey@lipasixthformcollege.org or by telephone on 0151 330 3232.

4.3 The Deputy Principal

Victoria Smith, Deputy Principal and Designated Safeguarding Lead will:

- monitor the progress of all students in college, including those with SEND, and in her role as DSL will work closely with SENDCO and Deputy SENDCO as part of making sure students with SEND are safe.

4.4 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

4.5 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

4.6 Teachers (level 3 qualifications & GCSE)

The key SEND-related roles and responsibilities listed below are taken directly from the [Teachers Standards](#) as defined by the Department of Education (DfE). Teachers at LIPA Sixth Form College will:

- establish a safe and stimulating environment for all students, including those with SEND, rooted in mutual respect.
- manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them.
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour among all students, including those with SEND, both in classrooms and around the college.
- set goals that stretch and challenge pupils, including those with SEND.
- adapt teaching to respond to the strengths and needs of all pupils:
 - plan to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.

- demonstrate an awareness of the physical, social, and intellectual development of young people in the 16 to 19 age range and will plan to adapt teaching to support students' education.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- use relevant data to monitor the progress of students with SEND, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, being mindful of the need to give feedback in a way which is considerate of a student's strengths and challenges linked to SEND.
- work effectively with support staff, for example, by making it clear to Learning Support Assistants how they should support students in their classroom to impact positively on progress.
- take responsibility for improving own teaching through appropriate professional development, responding to advice and feedback from colleagues.
- communicate effectively with parents regarding pupils' achievements, progress, and well-being.
- work collaboratively with managers and leaders as part of reviewing the progress of SEND students.
- ensure that reasonable adjustments are made to tasks and assessment in accordance with students' SEND; ensure that adjustments are in-line with qualification requirements (GCSE or UAL) and that students are not given unfair advantage.
- advise and encourage students to contact SENDCO/Deputy SENDCO directly should they wish to discuss issues linked to SEND, for example linked to identification of need, external referral, adjustments to support plans, or possible prioritization for college-based counselling.
- make students aware they can self-refer to Kimberley McManus, our college counsellor, or be aware that any staff member can refer a student on behalf of a student, if needed.
- ensure they follow this SEND policy.

4.7 Heads of department

The following roles/responsibilities are in addition to those described above for teachers:

- reflect throughout the year on the possibility of the need for reasonable adjustments in the implementation of the curriculum and projects, seeking timely advice and guidance from a SENDCO and/or Assistant Principal – Curriculum & Quality, if needed.
- proactively monitor the progress of SEND students, working collaboratively with managers and leaders as part of reviewing the progress of SEND students, implementing the graduated approach, with prioritization of students in your department who are making slow progress.
- encourage teaching staff to take responsibility for improving teaching of learners with SEND through promotion of available professional development activities linked to key SEND themes within the department, and giving advice and feedback to teaching staff in your department.
- ensure Learning Support Assistants delivering study support sessions in your department have all the key course-related information to be able to effectively support the student.

4.8 Learning support staff

The key roles and responsibilities of learning support assistants are:

- collaborate closely with teachers as part of providing in-class and out-of-class study support, seeking information and advice from teachers, Head of Department and SENDCO, where needed, on resources and students' targets.
- communicate proactively with the SENDCO to review individual SEND students' progress and development and to adapt support in place.
- ensuring that planned adjustments and additional support are in place for SEND students when needed in-line with qualification requirements (GCSE or UAL) in order that students are not given unfair advantage.
- take responsibility for improving learning support through engaging with appropriate professional development, responding to advice and feedback from colleagues.
- demonstrate and promote college SEND provision to students, for example, resources such as the Cubbie and the college counselling service.
- facilitate a range of interventions which may linked to meeting needs across the four areas of need, for example, communication & interaction, cognition & learning, social and wellbeing needs, and physical & sensory needs.
- ensuring they follow this SEND policy.

4.9 Student counsellor

The key roles and responsibilities of the counsellor relevant to SEND are:

- accept referrals for counselling support from students direct, or from any staff member.
- triage referrals according to level of wellbeing need.
- encourage students to seek advice from SENDCO if they may benefit from other in-college provision in addition to counselling sessions.
- communicate proactively with the SENDCO / Deputy SENDCO / DSL, where needed in relation to student safety.
- make referrals to external, more specialist services, where there is a need for this, ensuring reporting via the safeguarding team.
- promote the use of the Cubbie to students engaging with counselling as a valuable additional wellbeing intervention, liaising with SENDCOs regarding this.
- support with the effective transition onwards of SEND students into wellbeing services in planned higher education settings.

5. SEND information report

5.1 The four areas of SEND are listed below along with some examples of provision available in our setting, where needed.

Wave 1 support for students with identified SEND is provided through the quality teaching which is planned by teachers. *Wave 2* interventions include those listed below which tend to be provided by Inclusion team staff. *Wave 3* interventions are more specialist interventions provided by external, specialist staff, dependent on student need.

Cognition and learning

- learning support assistants can act as scribes and readers and provide additional support with executive functioning skills, for example, with planning, organizing, chunking down, and checking coursework, and with study skills development.
- in-class and out-of-class 1:1 and small group study support is provided, where necessary.

• Communication and interaction

- learning support assistants build key person relationships with students with SEND, and can provide mentoring and coaching to students to support students to support interaction and collaboration with other students.
- in-class and out-of-class 1:1 and small group support is provided, where necessary.
- SENDCO, Deputy SENDCO and learning support assistants can provide regular check-in sessions, where necessary, for students with communication difficulties with a view to early identification of and resolution of issues and misunderstandings
- College liaises with NHS speech and language services linked to supporting students who have significant barriers to communication and interaction.

• Social, emotional, and mental health difficulties

- college has the provision of an audiovisual sensory regulation space for students who experience emotional dysregulation; an occupational therapist can design therapeutic programmes for students based on their specific emotional needs to use preventatively and responsively if/when students are experiencing anxiety, panic attacks, anger, or low / flat mood, for example.
- college provides an in-house counselling service which students can refer themselves into by sending a message to Kim McManus on Teams, or ask any member of staff for a referral.
- students will need to be referred externally for more complex or targeted mental health support, for example, to CAMHS or eating disorder services, usually with advice to seek an appointment from GP to make this referral.
- college is within close reach of [Liverpool Central Young Person's Advisory Service \(YPAS\)](#) so students can be directed to get same-day wellbeing support from a YPAS Wellbeing Practitioner, if needed.

• Sensory and/or physical needs

- in-class and out-of-class 1:1 and small group support is provided, where necessary.
college has the provision of an audiovisual sensory regulation space for students who experience sensory dysregulation; an occupational therapist can design therapeutic programmes for students based on their specific sensory needs to use preventatively and responsively to issues such as sensory overwhelm and tics.

5.2 Identification of students with SEND and their needs

LIPA Sixth Form College asks prospective students and parents to share information linked to SEND as early as possible, though College also understands that the decision to share or withhold SEND information is a matter of personal choice and consent for the young person and parents.

This process of identification of need begins at the pre-application stage, during preparation for interview or audition, and can continue throughout the two years a student is enrolled college.

Information will be gathered from:

- drop-in meeting at open days
- the young person
- current / last school or college
- parents
- social care, where relevant
- local authority, where a student has EHCP
- specialist SEND professionals currently working with students

Pre-application

Prospective students and parents are encouraged to share SEND information:

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

At application

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

Before interview / audition (at least a week before audition date)

Prospective students who have SEND are encouraged to liaise with our SENDCO to discuss the possibility of creating a reasonable adjustment plan in advance of their interview / audition as part of ensuring students can produce their best possible standard of work at the interview/audition.

This can be arranged by telephone or by email with the Admissions Officer, Julie Humphreys, on admissions@lipasixthformcollege.org or by contacting our SENDCO, Amy Deane, direct on a.deane@lipasixthformcollege.org or Deputy SENDCO, Lyndsey Healey, on l.healey@lipasixthformcollege.org

After a conditional offer has been made

Prospective students who have been made a conditional offer and have SEND are contacted by SENDCO in the first half term of summer term and are encouraged to create the first draft of their personal profile (also known as a pen portrait) alongside parents/carers in the summer term.

If this personal profile is returned before transition day and enrolment day, this document will be shared with teaching staff ahead of the transition day at the end of summer term and ahead of enrolment day.

Prospective students who have informed college that they have SEND are invited to attend for a pre-transition meeting with the SENDCO and other key staff members should they wish in the week before transition day and/or on transition day itself. Students with EHCP can attend for additional pre-enrolment transition visits to meet key staff and familiarise themselves with the college environment.

At enrolment

Students with SEND are invited to come and meet SENDCO/Deputy SENDCO on enrolment day. If students choose to participate in this process on enrolment day, the student and SENDCO will create the student's first initial support plan document, which summarises key provision the student may wish to engage with in the first term of their studies.

Where relevant, the enrolment day discussion will include the following:

- opportunity for the student to ask questions and pass on key information / support needs
- day and time of their course study support session
- if a student needs to retake GCSE English Language or Mathematics, exam arrangements will be discussed at enrolment as a key priority in order that specialist exam arrangement assessments can be arranged, where necessary, ahead of the November GCSE exam series
- if a student describes sensory/emotional needs at enrolment, they will have the opportunity to trial the Cubbie and consider whether it would support with meeting their needs
- students are able at enrolment to self-refer to the student counsellor to add themselves to the triage list with a view to those students with highest level of counselling need being able to start in week one of term.
- if an initial support plan is created during discussion at enrolment with a student, this will be shared for all staff to read on COMPASS.

Sharing needs information

Key information linked to students' SEND needs, planned provision and recommended teaching and learning strategies is shared on COMPASS, the college information system, for staff to access to inform curriculum planning and lesson planning. As a priority, staff are directed to read and reflect on the needs described in the personal profile document which, importantly, expresses needs and requested considerations/adjustments in the student's own voice. Confidential information will be stored on CPOMS, our safeguarding system, to be shared on a need-to-know basis only.

Where information is not available on COMPASS linked to a student's needs, this will likely be because the student has chosen not to disclose SEND information ahead of enrolment. Staff can direct any student down to the Safeguarding & Inclusion Office to speak to a SENDCO to discuss their needs and support available, and to get in-year completion of personal profile documents.

1.3 Assessing and reviewing students' progress towards outcomes

SEND students moving from year 1 to year 2

Students moving from year 1 to year 2 will likely continue with support arrangements which were in place at the end of year 1 in particular where the student has progressed in-line with expectations in their diploma qualification at the end of year 1. Students are asked at the end of year 1 to create an updated personal profile to share with teachers on COMPASS in readiness for year 2. If this is completed by the student, it is shared on COMPASS for all teachers to access.

Adjusting support plans for students moving from year 1 into year 2

Where Heads of Department anticipate significant adjustments will be needed to provision for students with EHCP / SEND Support in year 2, the Head of Department will seek to discuss this with the SENDCO at the earliest opportunity, ideally at the end of year 1 or before the start of term in year 2, to enable sufficient time for Inclusion staffing to be planned and adjusted support plans to be drawn up and shared with staff with input from all stakeholders around the young person.

Beginning of term

Early in the winter term, the priority of the LSAs is to attend as many vocational classes as possible in their focus departments, in particular year 1 classes which include student with EHCP or high levels of need. This is to facilitate the establishment of safe and positive key person relationships between LSAs and SEND students, and among students.

Baseline assessment – transition

In the first weeks of term, each student's vocational and academic skill level is assessed by teachers as part of establishing baseline minimum and aspirational target grade. It is not unusual for the needs and provision described on an EHCP at the beginning of year 12 to present themselves differently when a student is in the very different and specialised environment at LIPA Sixth Form College where a student with SEND is studying one practical subject they are enthused by, no longer has the demands of preparing for multiple exams and does not have the same set of environmental stressors which might previously have been in place up until the end of key stage four.

Therefore, in the first term of the new academic year, a key priority for all staff who work with a young person needs to be on staff building strong relationships of trust and observation of key strengths and challenges relevant to our new environment and curriculum. Winter half term one is effectively an extended transition period during which all stakeholders including the student themselves, reflect on what is the right provision to put around the young person going forward into the academic year.

External specialist assessor – GCSE exam adjustments

Students at SEND Support level with retaking GCSE will likely have a specialist exam arrangement assessment by the end of September to gather evidence for adjustments in exams. The specialist assessor also provides recommendations of teaching and learning strategies relevant for both GCSE and level 3 teachers which are shared with staff on the COMPASS system. This process is not needed for students with EHCP, for whom the EHCP itself is the key source of evidence for this process.

EHCP students – 4-week check

At the end of September, SENDCO carries out a 4-week review of these students' transition. This process involves feedback from all the key people around the student with EHCP: the student themselves, parent, a key teacher, any other key people working with the student, such as an LSA.

This process enables the production of a more detailed provision plan to be trialled for the rest of winter half term.

Review of provision plans

and to be reviewed again at a point within the first Spring half term ahead of the start of final projects. This process also informs the student's statutory annual EHCP review., avoiding unnecessary duplication.

Student who are at SEND Support level will have their provision plan reviewed in the second half of winter term, if not before this point, and again in spring term ahead of final projects.

Do-It profiler – identifying strengths and difficulties

College has access to the Do-IT Neurodiversity Profiler, an online screening questionnaire which can help identify traits of different neurodivergent conditions, including dyslexia, ADHD, dyspraxia, and autism. Students who complete this online profiler will get a detailed report which describes their unique profile as a learner, detailing key strengths and difficulties they experience.

The Do-It profiler is not a diagnostic assessment of need, though it can help a student reflect on their own strengths and needs and what they could themselves do to further develop skills in college, at home, socially and in the future workplace.

If a student has not completed a personal profile document as part of identifying needs, a student will be asked to complete this document as part of SENDCO understanding whether there is a need for a Do-It profiler.

The Do-It profiler can be a useful process for students who are experiencing learning challenges and are considering whether they may have neurodivergent conditions to a diagnostic level. The Do-It report can then inform a discussion with the SENDCO as to whether to consider possible additional support in college and/or to engage with external referral. It could potentially be useful evidence for sharing with GP or NHS services as part of making external referral.

This Do-It profiler will be shared with staff on COMPASS as part of providing a tool to teaching staff to understand a student's strengths and difficulties as part of planning for adaptations to their teaching and learning within the classroom.

The graduated approach to SEND

LIPA Sixth Form College's SEND provision will follow the graduated approach and the four-part cycle of **assess, plan, do, review** in-line with the requirements of the SEND Code of Practice.

Teachers and personal tutors 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 and communication.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. SENDCO may advise teachers of the need to make additional adaptations to planned teaching and learning as part of ensuring the student's needs can be met through quality teaching in the classroom.

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 wave one 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

Key staff working around the student may need to 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 shared with 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 the first step in responding to students who have declared that they have SEND.

Below is a list of possible adaptations the teacher can make to support the progress of students with SEND: (not an exhaustive list):

- **Education Endowment Foundation 5-a-day principles of quality teaching in mainstream settings:**
 - scaffolding (e.g., writing frames)
 - explicit instruction
 - teaching cognitive and metacognitive strategies
 - flexible grouping
 - technology

- giving rest breaks
- giving longer processing times within activities
- pre-teaching of key complex vocabulary or content
- giving students reading material before a lesson to allow additional processing time
- adapting resources, with support of external specialists, if needed
- 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 required technology and 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 accessing printed texts
 - Speak / Read / Write software
 - ear defenders
 - other agreed learning aids as specified by students in their personal profiles and according to advice from specialist services such as the Sensory Service

Wave 2: the following interventions internally, planned by the SENDCO with the Inclusion staff team:

- study support 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
- laidback lunches
- Cubbie breaks for sensory/emotional regulation
- regular SENDCO/LSA check-in sessions with students, where necessary
- 1:1 and small group dyslexia specialist intervention
- additional meetings with the Careers & Progressions Coordinator

Wave 3: the following interventions internally, planned by the SENDCO with the Inclusion staff team:

- speech and language therapy
- educational psychologist support
- 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

Please see section 5.2.1 for some discussion of how we begin the transition process through early identification of need at the pre-application stage and support at auditions.

If a prospective student has an EHCP, contact will be established as soon as possible on having this knowledge to begin the consultation process and to begin to plan for possible transition to college the following September.

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

Year 2 parents receive information about [Disabled Students Allowance](#) from the Careers & Progressions Coordinator at the parents' information evening in September.

Planning for progression onwards from college is a key feature of the tutorial programme across both year 12 and 13.

The SENDCO will follow up to 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 onward transition arrangements can be made based on the needs of the individual student.

5.7 Expertise and training of staff

- A number of college staff are trained in Mental Health First Aid (MHFA).
- All staff will have completed training in trauma-informed practice and suicide awareness by the end of Winter term 2024.
- All teaching and learning support staff took part in reflective continuing professional development (CPD) linked to providing quality teaching for students in mainstream education following the 5Rs principles promoted by the Education Endowment Foundation.
- All staff can seek SENDCO advice and guidance on their planning of teaching and learning at any point during the week.
- SENDCO and four of the LSAs have had training in how to operate the Cubbie sensory regulation space.
- Amy Deane, Assistant Principal - Inclusion, is the college SENDCO, with eight years' experience in this role, and is also the deputy Designated Safeguarding Lead (DDSL).
- Lyndsey Healey, Deputy SENDCO / Deputy DSL, is also a qualified SENDCO with three years' experience.
- Both SENDCOs hold the Level 7 National Award in Special Educational Needs Coordination (NASENCO).
- Amy Deane is allocated two full days per week to lead the SEND provision. Lyndsey Healey can lead on SEND at any time Amy Deane is not available.
- Amy Deane is also the college's Designated Mental Health Lead and has completed the associated training for this through National College.
- Amy Deane is working towards a M.Ed. SEND qualification, having completed a 30-credit module in Social, Emotional & Mental Health in 2022/23 and a 30-credit Autism Spectrum Conditions module in 2024/25.

- The college has a team of five learning support assistants (Higher Level Teaching Assistants) who also have a performing arts background.
- College also has an employed qualified student counsellor who is also from a performing arts background.
- All staff have completed safeguarding and Prevent training.
- 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
- using tracking data to measure progress of SEND students
- holding annual reviews for students with statements of SEND or EHC plans
- going through external accreditation linked to delivering high quality SEND provision, with last accreditation visit taking place in May 2023 with three-year validity.
- peer review by SENDCOs from similar specialist performing arts sixth forms

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.
- 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
- various NHS speech and language therapy services
- Specialist Help in Education
- Sunshine Support
- ADHD Foundation
- Cubbie
- Do-It
- Box 42
- Child & Adolescent Mental Health Services
- Cheshire & Merseyside Adolescent Eating Disorder Service
- Alder Hey Children's Hospital
- Educational Guidance Service
- Liverpool School Improvement

LIPA Sixth Form College continuously seeks 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 can be made as per the college's complaints policy. 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/>

Sunshine Support offers advocacy services for parents of young people with SEND:

<https://sunshine-support.org/about-us/>

5.14 Contact details for raising concerns

If there are any urgent concerns 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 trained to deal with urgent safeguarding concerns.

If there are concerns 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 annually by Amy Deane, Assistant Principal - Inclusion (SENDCO). 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
- behaviour
- child protection & safeguarding policy
- equality information and objectives
- supporting students with medical conditions

These policies can all be found on our website.