

# SEND policy 2023-24

## St Francis Xavier Sixth Form College



**Approved by:** Graham Thompson

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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 students with special educational needs and disabilities (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 guidance [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25years](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools and colleges' responsibilities for students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' and colleges' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

### 3. Definitions

A student has SEND if they have a learning difference or disability which calls for special educational provision to be made for them.

They have 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools and colleges.

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo/Head of Additional Learning Support is Joanna Muras-Struglinski.

They will:

- Work with the Principal, Associate Principal (Student Welfare and Ethos) 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 EHC plans.
- 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/carers are informed about options and a smooth transition is planned.
- Work with the Principal, Associate Principal (Student Welfare and Ethos) 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 school keeps the records of all students with SEND up to date.

### **4.2 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.

### **4.3 a) The Principal**

The Principal will:

- Work with the Associate Principal (Student Welfare and Ethos), 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.

### **4.3 b) Associate Principal Ethos**

The Associate Principal Ethos will have responsibility for the line management of the Head of Additional Learning Support and Safeguarding.

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any in-class learning support assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- 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 a range of needs, including:

- **Communication and interaction**, for example, speech, language and communication needs, Autistic Spectrum Condition (ASC), Developmental Language Disorder,
- **Cognition and learning**, for example, dyslexia, dyscalculia, dyspraxia,
- **Social, emotional and mental health** difficulties, for example, Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD)
- **Sensory and/or physical** needs, for example, visual impairments, hearing impairments, physical disabilities, medical needs.
- Moderate/severe and multiple learning difficulties.

### 5.2 Identifying students with SEND and assessing their needs

Students with an Education Health and Care Plan (EHCP) from a local authority are encouraged to declare their need upon application or via their local authority through an official consultation. Students will be interviewed by a member of the ALS team and a meeting regarding support will take place in the summer term previous to entry to SFX. In the case of a late entry where no local authority consultation has taken place, local authorities are contacted so that the EHCP can be amended to indicate that SFX is the chosen placement for the student.

We will assess each student's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

There is a graduated approach to support which is delivered in three stages:

**Universal support / Wave 1:** an inclusive high-quality teaching by the subject teacher of all the students in their class. The students are taught through varieties of supportive practices, their progress is monitored, if a student is experiencing difficulties and is not making progress, she/he is then placed on wave 2 support.

**Targeted support / Wave 2:** Subject teacher identifies a student that is struggling on their course and arranges additional interventions, with more targeted, personalised approach, differentiated work and activities. Subject tutor might seek advice from the ALS department or might use generic support strategy guidance information for students (available to download from the ALS section of the Inset platform) in classes, sees the student on an individual basis, offers homework and workshops.

Review at the end of term. If the student is still falling behind and there is a suspicion that the student may have an underlying learning difference/disability, they will be referred to ALS department.

**Specialist support / Wave 3:** Referral to the ALS department for advice and guidance, individual specialist assessment and support, exams access arrangement assessment if appropriate. Support approaches are student centered. No two learners are alike and it's crucial to understand an individual learner's profile, in order to best support them and help them fulfil their potential.

The college has a policy of not withdrawing students from their lessons, therefore, all individual specialist support sessions take place in the student's free periods. Additionally, some students may have in-class support with a Learning Support Assistant and/or attend small group workshops.

If the student has an EHCP, wherever possible, the Head of ALS (SENDCo) will attend the last annual review at the secondary school before coming to the college. An additional informal meeting with the student, parent/guardian and the SENDCo takes place. At the meeting a history of support is taken along with information from the EHCP and an assessment of required support is discussed. An individual tailor-made provision map of support is then produced and sent to the Local Authority, together with an application for funding. Students also have an annual review at the college with the SENDCo and an LA case worker.

Wherever necessary, students will sit a 2-hour access arrangements assessment. The student will be assessed in the following areas:

- Word reading fluency and word decoding;
- Reading comprehension, accuracy and speed
- Free writing and writing to dictation;
- Spelling;
- Cognitive processing speed (phonological processing, working memory, processing speed);
- Underlying ability (verbal and non-verbal);
- Maths (if appropriate).

Please note that in order to be referred for assessment, according to JCQ regulations, the student needs to have a history of need and should be referred in the first year of their course (preferably the first 4 months). Referrals take place if subject teachers have concerns that a student is performing significantly lower than their peers for an extended period of time after targeted support has been put in place, is showing symptoms of learning difficulties in their first language, or other difficulties, or have long-term physical disability, or medical condition (including ADHD or ASD). The observed learning difficulties have a substantial and long-term adverse effect on student's speed of working and their normal way of working is to have additional time in class assignments and tests.

Students with mental health or medical conditions follow a different procedure for access arrangements and should speak to Joanna Muras in the first instance.

### **5.3 Consulting and involving students and parents/guardians**

As a post 16 institution, it is the aim of the ALS department to empower students to become confident and autonomous young adults who are independent learners ready to face the world of work or higher education. For support, this means that the student's voice comes first.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the student's wishes and needs.
- We take into account the parents'/ guardians' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record on the Student Support or pastoral log section of dashboard (whichever is more appropriate) and liaison with parents/guardians regarding support will take place with the student's consent.

Once a student has been allocated a support tutor, the support tutor will contact home with the student's permission. If there are any safeguarding concerns whilst the student is being supported, the support tutor will report the issue to the SENDCo and the Safeguarding Officer and liaise with home as necessary.

For students without an EHCP, please note that as the student is over 16, support progress will be reported to parents/guardians at the parent/guardian's review evenings. Parents/guardians can contact the ALS department with any concerns at any time.

Liaison with parents/guardians of students with an EHCP will be continuous throughout their support programme via e-mail, telephones, Zoom/Teams and meetings and they will be invited to the student's LA annual review.

## 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** using Provision map specialist software in conjunction with termly subject KAPP reports.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The student's own views.
- The views and experience of the parents/guardians.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs via the Student Support or Pastoral Log section of dashboard, email liaison and verbal liaison where appropriate. The outcomes are sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

For all high needs students, monitoring notes are completed for every 1:1 support and in-class support lesson.

## 5.5 Supporting students moving into HE / FE or employment and preparing for adulthood

All students receive support in preparation for employment or progression to higher education. For those students applying to higher education, there is an ALS HE programme, where students and their parents / guardians are led through the application process for the DSA (Disabled Students' Allowance). Students attend the Aim Higher HE Transition conference in the spring term of year 12 or 13 to find out about available support, meet students and the transition to university.

Individual liaison is also maintained between the college and support departments at university and FE institutions or employers.

ALS support tutors will attend careers meetings for every student with an EHCP or supported student who requests staff attendance and help with applications is given. Liaisons with home is made as appropriate.

Future plans are discussed with students at each termly review, at parents' evenings and LA annual reviews.

## 5.6 Our approach to teaching students with SEND

The Additional Learning Support (ALS) department concentrates on delivering a holistic, multi-disciplinary approach when supporting students with SEND that addresses the educational, social and emotional development of students and their well-being, whilst nurturing the college principles of respect, integrity and feeling valued.

Support is centred around the young person, is tailor-made and includes close liaison with parents/guardians (where appropriate), college staff and external agencies.

All students that are new to the college are given an induction session with their support tutor and where appropriate part of the support programme for the autumn term is based on the successful transition into the sixth form college environment.

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

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

We will also provide the following interventions:

- 1:1 and small group subject tutor support as dictated by the requirements of the student's EHCP.
- 1:1 and small group specialist support (for qualifying students).

- In-class support with a specialist LSA (for qualifying students).
- ALS drop-in sessions for students on all levels.
- Exams access arrangements for public examinations.
- A tailored SEMH and well-being curriculum
- A games and social skills club
- ALS Sensory room

## **5.7 Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum to ensure all pupils 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/IPads, coloured overlays, visual timetables, larger font, sensory breaks etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, visual aids, providing modeling and scaffolding, text to speech or speech to text programmes, extended deadlines etc.
- The curriculum is adapted on a case by case basis to ensure that students with SEND can access the curriculum, for example, a student sitting a one-year vocational course may be able to sit it in two years.

## **5.8 Additional support for learning**

Individual specialist support is carried out by a team of qualified and experienced specialist staff who also have their own subject specialism. For students who have other support needs, staff receive training from external specialist agencies, for example, speech and language therapist from Great Ormond Street Hospital / CAMHS / Lambeth Visual Impairment Service / Oak Lodge School for the Deaf / educational psychologists.

## **5.9 Expertise and training of staff**

The Head of ALS/SENDCo has 18 years' experience as a specialist teacher and assessor and 10 years' experience as a deputy Head of ALS Department.

Our team consists of specialist teachers and higher-level learning support assistants (Cognition and learning, SEMH, communication and interaction, sensory impairment), exams/send administrator and learning support assistants who provide in-class support for students with an EHCP and who are trained to deliver SEND provision.

In the last academic year, staff have received continuous professional development in delivering support for students with a wide range of needs: numeracy and literacy, communication and interaction, social skills, emotional and mental health support. They were trained how to support students with dyslexia, dyspraxia, dyscalculia, ASC, ADHD, language disorders, anxiety etc. Two of our staff are qualified JCQ exams access arrangements assessors who receive annual update training on the latest exam board regulations.

Enrichment courses are run to develop the students' social and emotional skills including a 10 week accredited Mindfulness course.

A rolling programme of inset for subject tutors, strategies are shared on staff portal, circulated to staff via email, and ALS support, advice and guidance, lesson observations of mainstream subject lessons are also offered to enhance the teaching and learning experience of both the student and to support the classroom teacher.

## **5.10 Equipment and facilities**

The ALS department has recently moved to a newly build area which is offering our students an amazing, spacious new zone. We are benefiting from having separate areas: quiet study section, games area, sensory room, interview / revision room. Our separate, quiet study area is very well equipped with the latest, state of

the art computers offering students opportunity to catch up on their assignments or to work with a tutor. The interview / revision room allows students to revise with their peers or to attend university/job interview online.

The ALS department has a well-stocked multi-sensory resource center, including the latest assistive technology software, tactile learning resources, books and audio-books covering generic study skills, writing, spelling, reading and memory. There is a copy of most textbooks in the department and other resources may be ordered in upon request. The resources are updated on an annual basis. C-Pen readers are used in examinations.

### **5.11 Evaluating the effectiveness of SEND provision**

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

- Measuring and reviewing students' individual progress towards their goals each term via the Provision map software and KAPP reports.
- Reviewing the impact of interventions after 6 weeks.
- Departmental observations.
- Using student questionnaires.
- Monitoring by the SENDCo.
- Holding annual reviews for students with EHC plans.
- End of year departmental self-assessment report, student results and case studies.

### **5.12 Enabling students with SEND to engage in activities available to those in the college who do not have SEND**

All of our extra-curricular activities and school visits are available to all our students, including any before- and after-college clubs that may be offered such as a breakfast club.

All students are encouraged to go on all college trips.

All students are encouraged to take part in college special events.

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

- Students are encouraged to declare if they have a learning difference, disability, mental health condition or medical condition on the application form. Wherever possible, a specialist SEND teacher will interview the student to ensure that the correct support can be put in place. Upon application, students are also asked whether they or their parent/ guardian will require any assistance at the interview.
- Throughout the year, students are given the opportunity to declare a learning difference or disability via their personal or subject tutor. They may also come and see the Head of ALS in room 015.
- The college endeavors to provide the maximum amount of support to a student (subject to funding restrictions) if they so wish and each case is considered individually. There is also an Equality, Diversity and Inclusion committee that discusses ways to enhance the inclusive and equitable ethos of the college.
- The college has 2 lifts and ramps throughout the college. There are disabled bathroom facilities on each floor. The college has Evac chairs on each floor in case of emergency and a medical room where students may go if they feel ill or need to self-medicate.
- All staff receive safeguarding training at the beginning of the academic year. Any staff employed through the year receive training within 2 weeks.
- All staff receive training in the Prevent Duty and complete an online training course.
- All students are attached to tutor groups and have taught lessons on safeguarding topics, online safety, Prevent and British Values.
- SFX has a robust pastoral structure with welfare and safeguarding at the heart of the college's work. The college promotes equality, diversity and inclusion and was proud to be recognised with the Investors in Diversity Award.

### **5.13 Support for improving emotional and social development**

The college provides support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the college council.
- Students with SEND are also encouraged to be part of college workshops, clubs offered or chaplaincy activities to promote teamwork/building friendships etc.
- A college enrichment programme, some courses are provided by the ALS department.
- The fully trained and experienced college counsellor is available to speak with students 3 days per week.
- The ALS department works closely with the Student Welfare and Safeguarding team.
- CBT/ Mindfulness strategies form an integral part of the student's support programme.
- Self-Image Profile for Adolescents / Adults (SIP-A). This also forms the first discussion about where the student sees themselves and where they want to be by the end of the academic year.
- A series of day trips called the 'Contribution Series'. These are themed day trips that are aimed at developing social and emotional skills as well as developing confidence, friendships of trust and care and compassion for others.
- The department has a well-being / sensory room for students that require sensory breaks. The room includes sounds and light mood lighting, infinity mirror, the use of a bed, weighted blanket and pillows, multi-sensory calming stimuli.
- The department has a well-equipped games resource: pool table, table football, a good selection of board games, mindfulness resources, well stocked reading library and well-maintained set of various anti stress tools and fidget accessories.

The college has a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The Head of ALS/SENDCo is the first point of contact for liaison with external agencies. The department works with various local authorities both within and outside London.

Whenever necessary, staff receive training from external specialist agencies, for example, speech and language therapists from Great Ormond Street Hospital, CAMHS, Lambeth Visual Impairment Service, Oak Lodge School for the Deaf, Deaf First and educational psychologists.

The Head of ALS is a member of the Aim higher London South Disability Working Group, a committee that works to ensure the smooth transition into HE for students with SEND.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our college should be made to Joanna Muras, Head of ALS (SENDCo) in the first instance. They will then be referred to the college's complaints policy.

The parents/guardians of students with SEND 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

## 5.16 Contact details of support services for parents of students with SEND in Wandsworth

### Wandsworth information, Advice and Support Service (WAISS):

<http://www.wandsworth.gov.uk/wiass>

### Family Information Service: Special Needs Team (Wandsworth):

[Wandsworth Family Information Service](#)

## 5.17 Contact details for raising concerns

Joanna Muras, Head of Additional Learning Support (ALS), SENDCo:

e-mail: [j.muras@sfx.ac.uk](mailto:j.muras@sfx.ac.uk)

tel. no.: 0208 772 6007

Ciaran Graham, Associate Principal (Ethos):

e-mail: [c.graham@sfx.ac.uk](mailto:c.graham@sfx.ac.uk)

tel. no.: 0208 772 6047

## 5.18 The local authority local offer

Information on local authority offers can be found on the following links:

Bromley: <http://bromley.mylifeportal.co.uk/localoffer/#.VmmT52fFYdU>

Croydon: <https://www.croydon.gov.uk/education/special-educational-needs>

Greenwich: <http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

Kensington and Chelsea: <https://www.rbkc.gov.uk/children-and-education/schools/support/special-education-needs-sen/our-local-offer>

Lambeth: <http://www.lambeth.gov.uk/schools-and-education/special-educational-needs/local-offer-services-for-children-and-young-people>

Lewisham: <http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-Offer.aspx>

Merton: <http://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Southwark: <http://localoffer.southwark.gov.uk/>

Wandsworth: [Wandsworth's SEND Local Offer | Wandsworth Family Information Service](#)

## 6. Monitoring arrangements of the SEND Policy and Information Report

This policy and information report will be reviewed by Head of ALS, Joanna Muras **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the principal and the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting students with medical conditions
- Safeguarding policy

## 8. Useful websites:

<http://www.dyslexiaaction.org.uk/>

<https://www.bdadyslexia.org.uk/>

<https://dyspraxiafoundation.org.uk/>

<http://www.autism.org.uk/>

<https://www.adhdfoundation.org.uk/>

<http://www.adhd.org.uk/>

<https://rnib.org.uk/>

<http://www.deaf-first.org.uk/>

<https://speechandlanguage.org.uk/>

<https://www.mind.org.uk/>

<http://www.nasen.org.uk/>

<https://diversityandability.com/>