

# SEND Information

## Report

**2024/25**

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## Section 1: Introduction & Purpose

This policy and information report aims to set out how we will support and make provision for learners with special educational needs, as well as those who are in a vulnerable group. This policy and information report complies with the statutory guidance as set out in “SEN Information Report Disability and Accessibility Equalities (DCC April 2018)” and reflects guidance within the SEN Code of Practice (Published July 2014). This policy is linked to and overlaps with a number of other school policies including the Safeguarding Policy, Anti-bullying Policy, Equality, Diversity & Inclusion Policy and Student Discipline Policy. All of these policies can be found on our website or by request.

Queen Elizabeth Sixth Form College is committed to providing high quality teaching and learning, as well as excellent support, care and guidance for all students, whilst recognising that every student is an individual who may have a variety of educational and personal needs. We aim to support every student in an inclusive learning environment which provides them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to learning if necessary. We aim to encourage all students to become confident, resilient individuals who can make a successful transition into adulthood and progress to positive and meaningful destinations, including employment, further or higher education or training.

Although we believe that all colleagues have an important role to play when working with young people with additional needs, we do have a specialist student support team in place which is led by our SENCo, Mrs Vicky Wilkinson. Any further queries about the information contained in this policy/report should be directed to her in the first instance: [vwilkinson@g.geliz.ac.uk](mailto:vwilkinson@g.geliz.ac.uk)

## Section 2: SEN Provision

### **Admissions Policy**

We aim to ensure equal opportunities by offering places to all applicants provided that they meet the minimum entry requirements and as long as we are confident that we can meet individual needs.

Each application is considered on its merits and on an individual basis. We will assess an application from any individual declaring a disability using the same admissions criteria that apply to all applicants while actively encouraging the disclosure of disabilities to ensure necessary reasonable adjustments can be made to the application process and throughout their studies.

Please see our Admissions Policy for more details.

### **Identification and Assessment of Students’ Needs**

All applicants have a number of opportunities to declare if they have a learning need, disability, are considered vulnerable or have a medical condition which may affect their learning even before enrolment at Queen Elizabeth Sixth Form College. These opportunities include:

- on the initial application form
- during Bridging week
- at open evenings, where specialist staff, including the SENCO, are available
- at enrolment, which again, also includes a 1:1 interview.

Collection of this information allows us to liaise with students, their school and parents/ carers to ensure the study programme is appropriate and that any additional support is carefully planned. This may also involve partnership work with external agencies. This is one of the reasons why we expect students and their parents/ carers to be open and honest with us about a student's additional needs at the earliest opportunity.

We also understand that some learner needs may only become apparent after a student has embarked upon a study programme with us. If this is the case, our subject teams will work with specialist staff to identify and address emergent needs in situations where it is suspected that a student is having difficulty because they may have a special educational need, disability or be considered vulnerable.

### **Definition of SEN and Disability**

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age'. (CoP 2015, p16). 'A disability 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'. (Equality Act 2010)

There are four broad areas of special educational need, these are:

- Communication and Interaction - Includes students with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- Cognition and Learning - Includes students with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- Social, Emotional and Mental Health Difficulties - Includes any students who have an emotional, social or mental health need that is impacting on their ability to learn.
- Sensory and/or Physical Difficulties - Includes students with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

### **SEN and medical needs**

Queen Elizabeth Sixth Form College recognises that students with medical conditions should be properly supported to enable them to fully access all parts of the curriculum. This will be outlined in a Medical Care Plan drawn up on enrolment at the college. It is worth noting that a student who has a medical condition may not necessarily have SEND but there may be some overlap of provision. Where this student also has SEND, support for their needs will be coordinated and planned alongside their Medical Care Plan. Any student who has a medical condition can also be disabled and, where this is the case, the college complies with its duties under the Equality Act 2010.

### Types of Special Educational Needs, disabilities and those considered vulnerable: 2022-23

Educational Healthcare Plan	Special Educational Need
12	212

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
29	161	16	18

Please note:

- (i) The information listed above was accurate at the time of publication
- (ii) Area of need relates to *primary* need
- (iii) This section will be updated annually and will also be updated on our website.

### Transition and Beyond

At Queen Elizabeth Sixth Form College we recognise that, whilst it can be very exciting to embark on a new learning journey in a new environment, for some students the transition can be quite a challenge. In order to support students to make a positive transition to Queen Elizabeth Sixth Form College, we offer a range of support where appropriate. We provide, for example:

- Opportunities for students and their parents/ carers/carers to talk with the student support team at open evenings.
- Provision for one of our learning support team to attend recruitment interviews if we are aware of student needs in advance.
- Opportunities which enable students with special educational needs, disabilities or those considered vulnerable, to familiarise themselves with the environment and gain some experience of daily life here.
- Additional support for SEN/vulnerable students at our open events.
- We would organise separate support meetings with a member of the student support team to discuss any individual needs if required.
- We would attend review meetings from year 10 onwards for students with an EHCP who are seriously considering Queen Elizabeth Sixth Form College as their next step.

We also recognise that some students with special educational needs, disabilities or those considered vulnerable may need additional support with transition to higher education, apprenticeships or employment. They may also need support in securing relevant experience to make such transitions. We will make this explicit in their planning and support.

### **Students with Educational Healthcare Plans**

We recognise that it is important to carefully plan transition for students who have complex needs. We work in partnership with the relevant Local Authorities and partner schools to ensure that we are able to fully meet the needs of students with an Educational Healthcare Plan (EHCP). In addition to our transition support outlined above, we expect that a prospective student with an EHCP would:

- attend transition events i.e. open events, pre-Bridging week, Bridging week.
- make a formal application to Queen Elizabeth Sixth Form College and meet relevant entry requirements.
- meet with our SENCo to discuss possible options and the support required.
- invite our SENCo to attend the Year 11 EHCP review meeting, to discuss the outcomes and support required.

We are committed to attending these meetings to ensure that the support and resources are in place to fully implement the support outlined in the EHCP and ensure that students can make a successful transition to Queen Elizabeth Sixth Form College.

## **Section 3: Teaching & Learning**

At Queen Elizabeth Sixth Form College, we offer a broad curriculum with a range of different study programmes which we believe should meet the needs and ambitions of all of our students. We are able to offer students flexible, bespoke study programmes within which they can combine courses enabling them to follow an individualised programme which is most suited to their needs, ability and future outcomes.

At Queen Elizabeth Sixth Form College, we are also committed to providing high quality, inspirational teaching and learning for all students; this is quality first teaching that each student will receive from their subject teacher and may include some adaptations to match the specific needs of individual students.

We provide necessary and continued professional development for all staff, ranging from new staff induction through to specialist training to ensure that teachers meet the needs of students with SEND. Where high quality teaching, which is differentiated and personalised, does not meet the individual needs of the young person, we will endeavour to put reasonable adjustment into place as appropriate. This might include:

- assessment of the student's needs by bringing together all the relevant information from the school, from the student, from those working with the student we will discuss all the relevant

information gathered with the young person and their parent/carer(s).

- planning for an implementation of support or intervention that is designed to meet the individual student's needs and aspirations.
- access to the Learning Support team (e.g. SENCo, LSAs)
- one-to-one support (e.g. a keyworker).
- access to in house counselling and mentoring services.
- exam support - testing for, and implementing, any approved access arrangements for examinations (e.g. extra time, reader or scribe).
- assistive technology e.g. the use of a laptop or reading pen in class and for examinations.
- access to a quiet area.

### **Our Approach**

Where a student is identified as having a special educational need we will assess the student's needs, plan for it, provide intervention and review the impact on the student's progress towards their outcomes as outlined below:

- Assess a young person's special educational needs at interview, upon enrolment or as they arise throughout the year.
- Plan the provision to meet the outcomes in their Educational Health Care Plans, including the commitment of associated funding and/ or to meet their academic targets.
- Implement the provision to meet those outcomes.
- Review the support and progress at parent consultation evenings, following the publication of progress grades, mock examinations and external examinations, as well as at annual review meetings.

At annual review meetings we will:

- Discuss with the student and parents/ carers the impact and success of the intervention and support.
- Consider the student's progress and any changes to their ambitions and aspirations.
- Plan for any changes to the type and level of support as assessed from the evidence, as the need arises.

### **Evaluation of Provision**

We consciously ensure the provision has a positive impact on the outcomes for all students.

- Associated policies are reviewed and amended annually in line with provision and statutory guidance.
- All data pertaining to SEND achievement is included within the whole College self assessment document and in more detail in the SEND self assessment report.
- This data is reviewed annually and scrutinised by Governors and the Senior Leadership Team. Additional data is reviewed through the college's departmental QIP process.
- The effectiveness of SEND provision is continually evaluated within whole College monitoring and evaluation processes, including work scrutiny, learning walks, culture checks, lesson observations and performance management review.

## **External Agencies and Partnerships**

We follow a 'tell us once' approach so that families and young people do not have to repeat the same information unnecessarily. Where a student has an EHCP, we will cooperate with the Local Authority in the annual review process. We work in partnership with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly to ensure access to specialist skills and expertise to support the learning of students with SEND.

Where the student's needs are not being met by the strong, evidence-based support provided by Queen Elizabeth Sixth Form College, specialist help will be sought from for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services and therapists.

If, despite Queen Elizabeth Sixth Form College having taken relevant and purposeful action to identify, assess and meet the needs of a student, the student is still not making the expected progress, we or the young person will consider requesting an EHCP needs assessment. At all points of this process both the student and parents/ carers will be kept informed.

## **Accessibility**

Queen Elizabeth Sixth Form College is fully accessible and reasonable adjustments have been made to the building to accommodate students with accessibility needs. Wherever possible, Queen Elizabeth Sixth Form College is committed to ensuring that all subjects and curriculum routes are accessible to all students and will make reasonable adjustments to the curriculum plan and individual study programmes to accommodate students with sensory or physical needs.

## **Record Keeping**

We recognise our responsibility to keep accurate records of information to evidence the SEND support provided for a student and its effectiveness and to record details of what additional or different provision we have made to meet a student's SEND and their progress towards specified outcomes. This will include information about the student's SEND, interventions and the support of specialists. This information will be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.

Where a student has an EHCP or high needs funding without an EHCP we will provide regular information to the Local Authority in line with funding regulations and to assist in commissioning services.

## **Finance**

The Principal and Governors will establish a clear picture of the funds available and consider their strategic approach to meeting SEND in the context of the total resources available. Where high needs funding is required we will work with the relevant Local Authority to secure additional support that is in excess of the nationally prescribed threshold.

We understand that in reference to personal budgets, where a direct payment is proposed for special educational provision, the Local Authority must secure the agreement of Queen Elizabeth Sixth Form College, if any of the provision is to be delivered on that institution's premises or in the case of contributions from the top up funding.



## **Complaints**

We provide clear routes to resolve disagreements and complaints. In the first instance a student should approach the SENCO, Mrs Vicky Wilkinson, or for more serious issues the Principal directly. If the complainant is dissatisfied they have a right to contact Darlington Local Authority who will provide further guidance about next steps.

## **Quality Assurance**

In order to ensure that the provision outlined in this document is delivered we will:

- Conduct regular monitoring in line with college protocols; this will include quality assurance meetings, external inspections, lesson observations, student voice surveys, parental surveys and learning walks.
- Report on this monitoring to the link Governor for SEND.
- Report annually to the Governing body.
- Use the results of this monitoring to review and inform practice.
- Review this policy annually.