

SEND Policy 2023/24



1. Purpose of Policy

1.1 This policy is intended to:

The Sixth Form Bolton is fully committed to providing equality of opportunity for all of our students and inclusive learning is a fundamental part of our vision. The College welcomes students with learning difficulties and disabilities and seeks to respond both flexibly and effectively to provide appropriate, individually tailored support.

The purpose of the SEND Policy is aimed at improving outcomes for students. It is to support students with Special Educational Needs and Disabilities to make good progress, enabling them to live, learn and work within their communities.

1.2 The Sixth Form Bolton will:

- Ensure decisions are informed by the students (and parent/carers where appropriate)
- Have high ambitions and set stretching targets for them.
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

2. Scope

- 2.1 This policy is applicable to all staff within The Sixth Form College and for all students with a SEND need.

3. Definitions

3.1 A young person has a special educational need or disability (SEND) if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for other, or
- have a disability or health condition, which requires special educational provision to be made.

3.2 A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. 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 education.

3.3 Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The college will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.4 The SEND Code of Practice (2014) defines a disability as “... 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”.

3.5 It is important to remember that not all learners with disabilities have special educational needs (SEN) and not all learners with SEND (special educational needs and disability) meet the definition of ‘disability’ but this policy covers all of these learners.

3.6 This 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 colleges’ responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities’ and colleges’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school’s duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it

3.6 For the purpose of this policy, the term “student” refers to a person who is enrolled but not yet embarked on their course, a current student or a former student

4. Policy

4.1 The Sixth Form Bolton provides support for students who have special educational needs and/or disabilities. We support students with a variety of needs which include, but are not limited to:

- Physical and mobility difficulties
- Sensory impairments (visual and hearing)
- Autism Spectrum conditions & communication needs
- Learning Difficulties (including Dyslexia, Dyspraxia and Auditory Processing Difficulties)
- Attention deficit and hyperactivity disorders

- Medical conditions
- Mental health conditions

4.2 At our college we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the college environment to make sure that students with SEND are included in all aspects of college life.

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4.4 The college has a culture of high expectations that expects those working with young people with SEND to enable them to develop, learn, participate and achieve the best possible outcomes, whether that is through quality first teaching in terms of high-quality everyday personalised teaching and through reasonable adjustments for a disabled young person or special educational provision for a young person with SEN.

4.5 Provision for each student with SEND will be carefully managed following the graduated response of 'Assess, Plan, Do, Review' process.

4.6 All teachers are teachers of SEND students. Teaching and supporting students with SEND is therefore a whole college responsibility, requiring an inclusive response, in the spirit of the college's core values. Some students' needs can be met through high quality differentiated quality first teaching and learning and may not require any additional learning support.

4.7 At The Sixth Form Bolton experienced, dedicated staff provide additional learning support to students, as required. The Learning Services team includes a Learning Services Co-Ordinator who oversees the Learning Services Assistants and ensures they provide the relevant support for all those with a SEND need who requires support. The Learning Service Assistants support students in their classes where this is needed. There is an Exam Access Arrangements Co-Ordinator who ensures that students are assessed to get the appropriate access provision for their exams and also works with students on a one to one basis or with small groups. A Mental Health Co-Ordinator who oversees the mental health provision and the mentor programme and there is a college Counselling Service to support students with emotional needs and mental health difficulties.

4.8 The Learning Services team is based on the 2nd floor of the college building. All students are welcome to speak to a member of the team if they have any concerns. If a parent/carer feels that support may be needed at The Sixth Form Bolton, they should contact the Learning Services team on 01204 846215, or email LearningServices@bolton-sfc.ac.uk

4.9 Some students may only require monitoring by the Learning Services team, with minimum levels of support and/or reasonable adjustments in terms of exam access arrangements. Other students may require more specialised, regular support, either in-class or out-of-class support, in order to meet their needs.

4.10 Throughout the planning and provision of support, and monitoring of this provision, the young person will be provided with information to enable them to be fully involved in all decisions. With the student's consent, parents/carers will be involved in decisions. An advocate may be involved, where necessary, to provide information, guidance and to support the student in their decision-making process or on-going support.

5. Admissions and transition

5.1 The Sixth Form Bolton is committed to welcoming all students who meet the published entry requirements. It is recognised that some applicants, due to exceptional circumstances, may not have the opportunity to undertake GCSE exams in the standard way and consequently may not be expected to achieve the minimum entry requirements. The process for dealing with exceptional enrolments is outlined in the Admissions Policy, available on the college website:

5.2 The College will provide clear, comprehensive, accessible and up-to-date information about the provision available to support young people with special educational needs and/or disabilities. This information will be available to young people and their families on the college website and through the local authorities local offer.

5.3 Young people will receive confidential and impartial information, advice and guidance to support them in making decisions about their programme of study, support needs and the outcomes they wish to achieve. This can take place before they apply or throughout any stage thereafter.

5.4 All applicants will have the opportunities before enrolment, at entry and at subsequent points, to disclose or declare whether they have a learning need, a disability or a medical condition. If a student makes a declaration a member of the Learning Services team will make contact with the student and their parent(s)/carer(s) to assess how their support needs will be met. Any further assessments will be differentiated and proportionate to the likely level of SEND.

5.5 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 the Head of Learning Services as soon as their status is known, through which an initial plan for their support will be created. In the case of a late entry or where no local authority consultation has taken place, local authorities are contacted so that the EHCP can be amended to indicate that The Sixth Form Bolton is the chosen placement for the student.

5.6 Provided there is consent from the young person, the College will request information from their previous place of learning, so that we can be best prepared to meet each student's individual needs and ensure a successful transition into college life.

5.7 During the admissions process, a key member of the Learning Services team with responsibility for transition will liaise with local authorities and health and social care professionals to make sure that needs of students are effectively identified and supported.

5.8 A 'tell us once' approach is used throughout the admission process so that families and young people do not have to repeat the same information unnecessarily.

5.9 The Sixth Form Bolton provides information, advice and guidance to support all students to access appropriate study programmes and make well-informed choices which lead to positive progression. Students with SEND will be provided with additional support as required, such as;

- A Learning Services key worker assigned to support with transition
- Support during admissions interview
- Support during subject taster sessions
- Support during New Student Day

- Transition visits
- Bespoke transition activities
- An individual enrolment meeting with a member of pastoral team, to ensure the right study programme and support is in place.

6. Assessing what support is needed

6.1 Where a student is identified as having SEND, the Admissions Officer and Learning Services Co-Ordinator will bring together all the relevant information from the student, from parent(s)/carer(s), from the school, from those working with the student and from any screening test or assessment that has been carried out.

6.2 A planning meeting will be held to discuss the student's aspirations for the future, the evidence of need and to agree the nature of the support, the expected outcomes of the support and a date for reviewing the support.

6.3 Once support has been agreed plans will be developed with the student. The support and intervention will be selected to meet the student's needs and aspirations. Support will be aimed at promoting student independence and enabling the student to make good progress towards employment and/or higher education, independent living, good health and participating in the community. Examples of support include (but is not limited to);

- Allocation of a Key Worker to monitor progress
- In-class support
- Assistive technology
- Specialist tuition
- Notetaker
- One-to-one support
- Small group support
- Proof reading
- Health care plan and/or Personal Emergency Evacuation Plan (PEEP)
- Fitness to study/Maintaining Learning Contracts
- Access to internal therapy support (for example, counselling, mentoring)
- Liaison with external therapy support (for example, physiotherapy, speech and language therapy)
- Accessible information
- Access to a quiet space (The Cocoon)
- Mental Health and Wellbeing workshops in the Cocoon

6.4 Some students may complete an initial screening during induction to identify possible SEN. Further assessments to identify a possible SEN can be provided, but are not available on demand. The Exam Access Arrangements Co-Ordinator will determine when these are required and the type of assessment that is needed in order to make informed decisions about appropriate support.

6.5 Some needs may emerge after a student has started college. Students who fall behind in their studies will have their needs identified by teachers and pastoral support and appropriate support provided. It should not be assumed that they have SEND just because they have lower attainment than the majority of their peers.

6.6 Teachers and/or progress tutors who suspect a student may be having difficulty because of a potential SEND will refer to the Learning Services. Members of the Learning Services team will then work with the student, teachers and other staff to assess the need and agree support if required.

6.7 When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with Head of Learning Services to have an initial discussion about whether this lack of progress may be due to a special educational need. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

6.8 The college collaborates with external agencies such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers and the local authority
- Social services
- Other educational establishments

7. Exam Access Arrangements

7.1 The Exam Access Arrangements Co-Ordinator has responsibility for assessing students' eligibility for exam access arrangements where a concern has been identified or raised. This may be informed by the literacy screening, normal way of working, history of need and evidence of relevant long-term and persistent needs, as well as information on Personal Emergency Evacuation Plans (PEEPs) which would lead to students being at a substantial disadvantage were arrangements not put in place.

7.2 Further assessment and other profiling systems are used to provide further evidence where required. This may include referrals are made for educational psychologist assessments and other external professionals, where appropriate. See Exams Policy for further details.

8. Recording and reviewing support

8.1 When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student. 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. All students supported by the Learning Services team will have their progress and support reviewed.

8.1 The Sixth Form Bolton keeps an up-to-date record of support to inform discussions with a student about their progress and support. This includes accurate information to evidence the SEND support that has been provided over a student's time in college and its effectiveness.

8.2 All students supported by the Learning Services team will have their progress and support reviewed at least 3 times per year. Learning Services' Key Workers and students will meet to conduct the review which will consider the student's progress and any changes to the student's own aspirations, which may lead to changes in the type and level of support.

8.3 Where a student has an EHCP plan and/or a has support from the local authority's high needs funding, the college will cooperate fully with the local authority to review the plan as a minimum every twelve months, including a review of the student's support. This will be done by the Learning Services manager. EHCP reviews will be conducted in accordance with the guidelines from Local Authorities. Prior to a review, information will be gathered from students, parents/carers and professionals about the student's progress and then circulated to everyone invited to the review at least two weeks before the review meeting. Following the review, a report of the meeting will be sent to everyone invited within two weeks of the meeting.

9. Preparing for adulthood

9.1 The college prepares all students to achieve successful long-term outcomes in adult life. Staff at the college will work with students with SEND to raise their career aspirations and broaden their employment horizons. A wide range of approaches will be used, such as taster opportunities, open day visits, work experience, mentoring, use of role models and inspiring speakers.

9.2 The Sixth Form Bolton aims to enrich students' studies with extracurricular activities. Our dedicated enrichment programme is designed to extend students' interests in a range of activities. All students, regardless of learning need, or disability, have the same opportunity to participate in our enrichment activities, including trips, visits, societies, and student representative bodies, such as the Student Council. Where necessary, the activity organiser will liaise with the Learning Services team to ensure that students are fully supported during any extracurricular activity.

9.3 The Learning Services team, working together with progress tutors, teachers, careers advisors and other professionals will help students with SEND realise their ambitions in relation to:

- higher education, employment with training and/or self-employment
- independent living – enabling people to have choice and control over their lives and the support they receive
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

9.4 Each review will identify the support the student needs to achieve these aspirations to best prepare them for progression from college and for adult life. This will include the education and training needed to develop skills which will prepare students for work, such as communication, social/emotional development and using assistive technology.

9.5 Staff at the college will work with other agencies such as social care, health services or other specialists for help or advice on the best way to support a student with SEND to realise their ambitions and prepare for adulthood.

9.6 Learning Services key workers will ensure all students are aware of the support available to them in higher education, employment with training and/or self-employment. This will include details of the Disabled Students Allowance (DSA) and how to claim it.

10. Improving practice and staff training

10.1 The Head of Learning Services will continuously monitor to identify any staff who have specific training needs and will incorporate this into the colleges professional growth programme.

10.2 The Head of Learning Services, working with the team of Co-ordinators will work with curriculum and support teams across college to ensure that all staff have a good level of knowledge of different types of SEND. This will be achieved through the college's staff learning and development programme, including annual refresher training.

10.3 Curriculum and support staff at college should contact the Head of Learning Services or the Learning Services Co-ordinator if they need help in identifying a student's SEND, are concerned about their progress or need further advice.

10.4 The Sixth Form Bolton will actively seek suggestions in order to improve its services. Anyone not satisfied with the level of service in terms of support/provision for students with SEND should feel able to approach the Head of Learning Services to address their concerns promptly and directly. They should be confident that they can report the matter openly and be sure that the college will deal with the dissatisfaction courteously, sympathetically, fairly and objectively. A concern or complaint can be made in person, by telephone or in writing.

11. Accessibility of college site/buildings

11.1 The Sixth Form Bolton is fully accessible to wheelchair users or those with restricted mobility. There are lifts to each floor and students only students with mobility and/or medical needs have access to the lifts, along with staff.

11.2 The Learning Services department is located on the second floor. The Cocoon is a safe and welcoming environment that we encourage vulnerable students to use as a quiet study area or at breaks/lunchtime.

11.3 The Sixth Form Bolton has a robust Health and Safety Policy to ensure that all students are kept safe while on college premises. The college has a team of qualified first aiders on site. Staff organising any trips or visits complete a robust risk assessment and where there are any specific support needs they liaise with the Learning Services department to ensure those support needs are met.

11.4 The college has a comprehensive Fire Safety and Emergency Policy to make sure that students who have restricted mobility can evacuate the college in case of emergency. As soon as the college becomes aware that a student has a mobility issue, a member of the estates team finds out the nature of their mobility needs and draw up a Personal Emergency Evacuation Plan (PEEP).

12. Monitoring provision

12.1 The Head of Learning Services is responsible for the monitoring and evaluation of the effectiveness of the college's SEND provision. This is achieved by:

- Observation as part of the college's quality assurance of teaching and learning process
- Audit of support records and reviews
- Weekly attendance report
- Student questionnaires
- Student focus groups
- Annual self-assessment report (SAR)

13. The Governing Board

13.1 The SEND link governor is Glenys Hughes.

13.2 The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Work with the Senior Management Team and Learning Services Manager to determine the strategic development of the SEND policy and provision.
- As outlined in the SEND Code will ensure that all staff interact appropriately and inclusively with students who have SEN or a disability and should ensure that appropriate expertise is provided within the workforce.
- Ensuring there is a named person with oversight of SEND provision to ensure coordination of support.
- Through the appointment of a designated governor, will ensure that the college complies with relevant legislation under the banner of SEND and the national SEND Code of Practice
- The designated governor will meet at least annually with the Learning Services Manager to ensure adequate reporting back to the Board of the Corporation.
- Provide support and direction as a governing body for any tribunal or appeal hearings as required.

Name of Policy	SEND and Disability Policy
Date Reviewed	Summer 2022
Next Review	Summer 2024
JCC Consultation / Approval	Not required
Governing Corporation Approval	Not Required
Cross Reference to other Policies / Source Documents	Admissions and marketing policy Compliments, concerns and complaints policy Children looked after policy Equality and diversity policy Exams policy Fitness to study policy Teaching, learning and assessment policy Health and safety policy Code of Conduct Safeguarding/child protection policy Student Handbook Parents Handbook Student Contracts Policy