



**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
POLICY**

September 2021

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MISSION STATEMENT

As a Catholic Sixth Form College we strive to be a centre of educational excellence for the community built on faith, respect and trust. We celebrate diversity amongst all our students and staff and seek to nurture the gifts of each individual through high quality teaching and learning and dedicated pastoral care.

VALUES STATEMENT

Cardinal Newman College is a community which aims to live out the gospel values of service and love. This means that:

- The individual student is central to all our endeavours
- The College values each individual as a unique person and regards each person, made in the image and likeness of God, as worthy of the utmost respect
- The College strives to develop each person intellectually, socially and spiritually through an inclusive programme of study and enrichment
- The College values the spiritual journey of each individual and will offer opportunities for each to engage appropriately in their spiritual search
- The College is committed to creating a culture that is open and welcoming, free from fear and from violence of any kind, in which all individuals feel safe, happy and secure
- The College provides learning environments that are stimulating, enjoyable and challenging to students, fostering their creativity, imagination and search for truth
- The College encourages individuals to contribute positively to the world in which they live, to challenge injustice and to seek out more co-operative, just and peaceful forms of human existence

1. Legal Framework

This policy complies with the statutory requirements laid out in *Special educational needs and disability code of practice: 0 to 25 years* (May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE May 2014
- SEND Code of Practice 0-25 (May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance: Supporting Pupils at School with Medical Conditions (December 2015)
- Teachers' Standards (July 2011, updated June 2013)

2. Additional Learning Support Overall Aim

To adopt a whole college, student-centred approach whereby all students can access the same opportunities for learning and personal development in order to achieve maximum progress and make a successful transition into adulthood.

3. Objectives

Our objectives reflect the specific statutory duties as stated in the *Special educational needs and disability code of practice: 0 to 25 years* (May 2015) in association with Part 3 of the Children and Families Act 2014 and The Equality Act (2010).

These duties are:

- To have regard to the duty to co-operate with the local authority on arrangements for children and students with SEND.
- To admit a student if the institution is named in an Education Health and Care plan (EHC plan).
- To endeavour to secure the educational provision that meets students' needs irrespective of whether a student has an EHC plan.
- To not discriminate against, harass or victimise students with disabilities and make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what students with disabilities might require and what adjustments might need to be made to prevent disadvantage.
- To encourage collaborative partnerships with students, parents/carers and external agencies.
- To facilitate full access to a broad, balanced and relevant curriculum.
- To implement a graduated approach to meeting the needs of students using the 'Assess, Plan, Do, Review' process.
- To provide a high-quality, ambitious education that enables all students to make maximum progress and achieve their best. (Education Inspection Framework May 2019).
- To support all students to become confident individuals living fulfilling lives, and make successful transition into adulthood, whether into employment, further or higher education or training.
- To make efficient and effective use of all available resources to support SEND students.

4. Additional Learning Support

Cardinal Newman College is an inclusive learning environment where there is a recognition of the need to meet a wide range of support needs, including disabilities, and how these may impact on the way our students learn and achieve. We use our best endeavours to ensure appropriate support is in place. In keeping with our Mission and Equality and Diversity Policy, we value each member of the college community and welcome applications from students who may have a learning difficulty or disability. We respond positively and flexibly to the needs of each student and endeavour to meet their learning requirements to ensure students can participate fully in college activities and reach their full potential.

We want our students to get the most from their courses and their whole college experience. If students have any concerns regarding any aspect of the college experience, we encourage this information to be shared. Students can speak directly, in confidence, to the Head of Additional Learning Support/SENCO, the Head of Foundation Learning, or any of the Additional Learning Support team or Foundation Learning team who will discuss their concerns and look at the best possible support available on an individual basis. Furthermore, the college offers further SEND provision through Foundation Learning, a personalised package of study for those students who may have difficulties and additional needs that may hinder them from accessing mainstream provision within college.

It is important for students to be aware that they do not have to tell us about their disability, medical or learning need – that is their right, but if they do tell us, we can then work towards ensuring the most appropriate support is made available. There are many ways in which we can support students whilst at Cardinal Newman College all of which are described in this policy.

Additional Learning Support is a key team which works alongside the Foundation Learning team to enable Cardinal Newman College to respond to individual learning needs as well as support senior leaders and teachers to fulfil their statutory duties under the *Special educational needs and disability code of practice: 0 to 25 years* (May 2015) and The Equality Act (2010). Additional Learning Support and Foundation Learning work to fulfil the following key aims:

- To work closely with students, parents, carers, outside agencies and across college to support students with SEND in order that they make maximum progress and achieve ambitious targets.
- To provide information, advice, guidance and support to all students with SEND to ensure a smooth transition from high school to college.
- To provide comprehensive support and information to teaching staff to ensure that teachers can support students with a range of needs.
- To offer study support to students across all curriculum areas.
- To work with individual students to build resilience, confidence and independence and ease the transition to the next stage of education, employment or training.
- To conduct assessments and administer the process for examination access arrangements, working with the Examinations Officer to ensure this process is rigorous and adheres to JCQ Regulations and Guidelines.
- To support and monitor students with EHC plans including reviews.
- To support students as they begin the transition to higher education, further education, employment or training, and prepare for independence and adulthood.
- To work closely with students, parents, carers and medical professionals to ensure that students' medical needs are met, to ensure appropriate information and guidance is shared within college.

5. Context

A young person is defined as having SEN if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to young people of the same age. A learning difficulty means that the young person has significantly greater difficulty in learning than the majority of young people of the same age or that the young person has a disability which hinders them from making use of educational facilities from those generally provided by schools for young people of the same age within the same area.

There are four broad areas of need and these categories are detailed in the *Special educational needs and disability code of practice: 0 to 25 years* (May 2015) as:

- Communication and administration
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

6. Identification of SEN

The purpose of identification is to decide what action the college should take in order to meet the needs of the student. We consider the needs of the whole person not just their special educational needs.

The following may impact on progress and attainment but are not SEN:

- Disability (the *Special educational needs and disability code of practice: 0 to 25 years* (May 2015)) outlines the 'reasonable adjustments' duty for all settings and schools provided under current Disability Equality legislations – these alone do not constitute SEN
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Bursary Fund Grant
- Being a Looked After Child
- Being the child of a Serviceperson

Students are identified upon entry to Cardinal Newman College through a range of different methods including application form, open days, interview evenings, enrolment form or additional information provided by schools. If appropriate, external specialists will be consulted to support identification.

It is the responsibility of the SENCO and Head of Foundation Learning in the summer term, prior to formal enrolment, and in the Autumn term to identify and collate information on incoming Year 12 students and update the Additional Needs Register accordingly.

All students identified with SEN are included in the Additional Needs Register, the category of need and provision that is in place is recorded on CEDAR for each individual student. Suggested strategies for support and exam access arrangements, where required, are also recorded on CEDAR for each individual student. There is a separate record of students with medical conditions and students with exam access arrangements.

In the autumn and spring terms, staff are invited by the SENCO to propose students they have identified for additional support either for exam access arrangements or for inclusion within the Additional Needs Register.

7. Staff Training

As part of Cardinal Newman College CPD programme, there are dedicated sessions to inform, update and train staff in supporting students with SEND led by the SENCO or the Head of Foundation Learning or external specialists as appropriate. They will lead sessions for teachers and/or support staff relating to roles and responsibilities within departments and in respect of students who demonstrate more complex needs. In addition, Additional Learning Support tutors and the Foundation Learning team engage in training as appropriate to their roles to ensure capacity and professional expertise in the knowledge and understanding of the different areas of SEND.

8. Policy Development and Implementation

The policy has been shared with all stakeholders including Governors, parents/carers and students on Cardinal Newman College website.

The SENCO, Alison Hazlewood, is responsible for the review, development and implementation of this policy.

9. *A Graduated Approach to SEND - Assess, Plan, Do, Review*

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the **graduated approach – assess, plan, do, review**. These students will be identified as receiving additional support on the Additional Needs Register which is held by the college SENCO and the Head of Foundation Learning as appropriate. All support provided for these students that is 'additional to or different from' support offered for all students is formally recorded, monitored and evaluated through use of CEDAR and individual monitoring of each student. Tracking and monitoring of students will happen formally following the CAP process, an evaluation of interventions and their impact will be included in this process.

For those with more complex needs, additional monitoring and assessment will be required on a more regular basis, this is mainly done through the EHC plan process.

Early Concerns:

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers, students themselves or other agencies are addressed by appropriate differentiation within the classroom and a record is kept by teaching staff as to strategies employed as part of everyday planning for teaching, learning and assessment.

How we identify and support students with SEND

The attainment and achievement of all students is monitored by their teachers who are required by the Teachers' Standards (2013) to provide high quality teaching and learning opportunities differentiated for individual students' needs. Where a student is making inadequate progress or falls behind their peers as identified through the college assessment tracking systems, additional support is provided under the guidance and directions of teachers, Subject Leaders and/or Senior Tutors plus the Achievement Tutors for the student.

Where students continue to make inadequate progress despite support and high-quality teaching, teachers will work with the SENCO to agree appropriate support and to determine whether a student does have any potential unmet learning needs. The college has a range of tools and methods used to assess whether or not a student may have a special educational need and any assessments made will be discussed and agreed with the student and

parent/carer prior to them being implemented.

In some cases, it may be necessary to seek assessment by, or advice from, an external professional such as a specialist advisory teacher or educational psychologist. Additionally, if relevant, the college may make an external referral for support from external agencies, for example, LCC Visual Impairment or Hearing Impairment services. External referrals are made in discussion and agreement with the student and their parents/carers.

When considering whether a student has a Special Educational Need any of the following indicators may be evident:

- Makes little or no progress even when teaching approaches are targeted specifically at a student's identified weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and / or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum;
- Has emotional, social or mental health difficulties which substantially and regularly interfere with the student's own learning or that of their peers despite having an individualised support or care plan;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service or agency
- Has a communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

10. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the college Quality Assurance calendar. In addition, the SENCO meets weekly with a member of SLT to review provision. A cycle of 'Assess, Plan, Do and Review' (as recommended in EHC plans) ensures that students with SEND have their provision reviewed regularly.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is ***different from or additional to*** that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring additional SEND support. At this point, through discussion and agreement with the student and parents/carers, the student is removed from the Additional Needs Register.

Statutory Assessment of SEND Needs (EHC)

Where, despite the college having taken relevant and purposeful action to identify, assess and meet the special educational needs and/or disabilities of the student, the student has not made expected progress, the college in discussion and agreement with the student and parents/carers will consider requesting an EHC needs assessment. The evidence recorded and collated of all SEND provision made through the cycle of 'Assess, Plan, Do, Review' helps to support the Local Authority in determining whether a statutory assessment of needs is required.

Where a student has an EHC plan put in place following the statutory assessment process, the college will have due regard to their statutory responsibilities in regard to the special educational provision laid out in the plan. The college will work in collaboration with the Local Authority to ensure that all recommendations in the plan are implemented and that the EHC plan is formally reviewed annually in collaboration with the LA, student and

parent/carer as part of a person-centred review.

11. Working with students and their families

In line with the *Special educational needs and disability code of practice: 0 to 25 years* (May 2015), the college adopts a 'person centred approach' to the planning of provision for students with SEND. The student's views and that of parents/carers are vital to the planning of SEND provision and they will be consulted at every stage of planning for SEND support in addition to the monitoring and evaluating the effectiveness of that support.

We endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active part and valued role in planning for their child's education and support for SEND
- Understand procedures and documentation
- Make their views and opinions known about how their child should be supported
- Have access to information, advice and support during assessment and any related decision-making process about SEND provision.

Parents/carers are encouraged to seek help and advice from independent information advice and support services such as Barnado's, Child Action Northwest or SENDIASS (Information and Advice Support Services). These are able to provide impartial and independent advice on SEND.

Parents/carers are also encouraged to visit the LCC or Local Authority websites for details of their Local Offer. The Local Offer provides valuable information about different agencies, services and resources for children and young people with SEND and their families in addition to the college's resources and information.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

12. Student Voice

We hold the views of students in high regard and recognise the importance of gaining students' views in planning SEND provision and promoting the best outcomes for students. Students are provided with a number of opportunities to share their views individually and collectively. These views are welcome at any time but are specifically sought as part of the review process and at the end of targeted intervention. Student voice is reviewed as part of the college QA process.

13. Partnership with External Agencies

The college is supported by a wide range of different agencies and teams. The college's SEND Information Report and Local Offer details which agencies the college has worked with within the last 12 months. Both documents are updated on an annual basis and can be accessed on the college website.

14. Transition

Change can be exciting but also challenging for all students. We endeavour to ensure periods of change are carefully planned and managed to provide continuity of high-quality provision and support, transfer of information and reassurance to students and families. This is important at both the transition from high school to college and then from college to higher education, further education, employment or training as each student prepares for independence and adulthood. The SENCO looks at differing ways of collating information in transition which includes; open days, interview evenings, enrolment, liaising with high schools, ALS newsletters shared with applicants and contact information included.

15. Allocation of Resources

Resources are allocated on an individual basis dependent on the student's need. This is then recorded and costed for each student on CEDAR. This shows how we allocate human and other resources to each student. This is reviewed regularly and can change during the academic year in response to the changing needs of students. Support that is **additional to or different from** that which is available for all students may take the form of in-class support or one-to-one out of class support. Specialist equipment, books or other resources that may help the student are purchased as required.

16. Funding

Funding for SEND provision in mainstream provision is mainly delegated to the college's budget. It is the expectation that colleges provide support to their SEND students from the college budget. Where a student requires an exceptionally high level of support that incurs a greater expense, they will be in receipt of 'top up' funding which is paid from the Local Authority's High Needs block into the college's budget. Students that are in receipt of high cost funding should be considered to transfer to an EHC plan if this support is to continue in post-16 education.

Personal Budgets

Personal Budgets are only available to students with an EHC plan. Funding can be made available to parents/carers as a personal budget for them to commission their own SEND provision for their child under certain conditions. Parents/carers who would like to enquire about using the personal budget facility should speak in the first instance to the college SENCO or Head of Foundation Learning.

17. Roles and Responsibilities

Provision for students with special educational needs and disabilities is a matter for the college as a whole. In addition to the Governors, Principal, SENCO and Head of Foundation Learning, all members of staff have important responsibilities with regard to the provision and support of SEND students in line with statutory duties as laid out in the *Special educational needs and disability code of practice: 0 to 25 years (May 2015)*.

Governors:

The Governing Body follows the guidelines as laid down in the *Special educational needs and disability code of practice: 0 to 25 years (May 2015)* in aiming to:

- Use their best endeavours to make sure that a young person with SEND gets the support they need – this means doing everything they can to meet young people's special educational needs
- Ensure that students with SEND engage in the activities of the wider college alongside those students who have no special educational need or disability
- Designate a qualified teacher (SENCO) to be responsible for co-ordinating SEND provision
- Prepare a SEND Information Report – as recommended in SEND Code of Practice.

Principal:

The principal works closely with both the college SENCO and the Head of Foundation Learning, who is managed by the Vice Principal and Governor with responsibility for SEND provision.

SENCO:

In collaboration with the SEND Governor, Principal and Vice Principal, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of ensuring all students can achieve maximum progress and make a successful transition into adulthood. The SENCO also takes day to day responsibility for

the implementation of the SEND policy and, with support from the Additional Learning Support team, co-ordinates the provision for individual students, working closely with staff, parents/carers, students and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. The SENCO works closely with the Head of Foundation Learning to ensure that policies and procedures are followed and that statutory documents (The SEND Information Report and Local Offer) are in place.

The principle responsibilities of the SENCO are as follows:

- Overseeing the day to day implementation of the SEND policy
- Co-ordinating provision for SEND students and reporting on their progress
- Advising on the graduated approach to providing SEND support – *Assess, Plan, Do, Review*
- Planning, monitoring and evaluating SEND training for staff
- Overseeing the records of all SEND students and ensuring they are maintained accurately and are kept up to date
- Liaising with parents/carers of SEND students
- Being the main point of contact for external support services and agencies.
- Being the main point of contact for the Local Authority with regards to SEND provision and students with EHC plans
- Liaising with schools, further education and higher education providers and training providers to ensure transitions for SEND students are planned well and implemented effectively
- Monitoring and evaluating the impact of interventions provided for students with SEND
- Providing relevant information on the individual needs of SEND students to ensure that teachers can plan appropriate in-class support for mainstream provision
- Ensuring that the college meets its statutory obligations under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

All staff need to be aware of the college's SEND policy and the procedures for identifying, assessing and making provision for students with SEND. Teaching staff must adhere to the relevant Teacher Standards (July 2011, updated June 2013) with provision made for SEND students as follows:

- Know when and how to differentiate appropriately, using approaches which enable students 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, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them
- Develop effective professional relationships with colleagues, knowing how and when to draw on specialist advice and support
- Deploy support staff effectively.

Teachers and Additional Learning Support tutors liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (Assess, Plan, Do, Review).

18. Meeting Medical Needs

The Children and Families Act (2014) places a duty on schools to make arrangements to support students with medical conditions. The college recognises that students with medical conditions should be properly supported so that they have full access to education including external trips and visits and physical education provision. Some young people with medical conditions may have a disability and, where this is the case, the college complies with its duties under the Equality Act 2010.

19. SEND Information Report

The college ensures that the SEND Information Report is accessible on the college website. Governors have a legal duty to publish information on their websites about the implementation of the SEND policy and provision made for students with SEND. This report is amended annually and any information relevant to SEND provision occurring during the year is updated as soon as possible.

APPENDICES

Exam Access Arrangements Process and the use of a Word Processor
Local Offer
Admissions Arrangements
Policy for Supporting Students with Medical Conditions
Policy for Intimate Care