

SEND – LEARNING SUPPORT POLICY STATEMENT

1.0 STATEMENT OF INTENT

All reasonable efforts will be made by the College to ensure that students have access to support which meets their individual learning needs appropriately and ensures confidentiality in line with current legislation including the following:

- Education Act 1996
- SEN Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice July 2014

2.0 POLICY STATEMENT

- 2.1 Notre Dame Catholic Sixth Form College will always do its best to ensure that the necessary provision is made for any student who has identified any special educational needs. Notre Dame staff will do everything that is reasonably possible to ensure that teachers in the College are able to identify and provide for those students who have any special educational needs, to allow them to access the same opportunities as other students in the College so far as is reasonably practical.
- 2.2 The staff and governors of Notre Dame Catholic Sixth Form College will endeavour to ensure that all students, including students in need of additional learning support, reach their full potential, are fully included within the College community and are able to make successful transitions from high school and into positive destinations.
- 2.3 This College supports all members of staff to help them to provide positive and effective approaches towards the learning, progress and achievement of all students, including SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole college responsibility, requiring an inclusive response, in the spirit of the College ethos.
- 2.4 The College will work in partnership with multiple agencies where appropriate to support the learning and progress of our students.
- 2.5 Notre Dame Catholic Sixth Form College is fully committed to welcoming students who meet the published entry requirements. In line with legislation and our inclusive ethos, we will endeavour to make '*reasonable adjustments*' where necessary and where possible, to allow all students, for whom Notre Dame Catholic Sixth Form College is the most appropriate institution, to access our full curriculum and engage in a study programme which is designed to aid positive progression routes for all students. Individual needs and reasonable adjustments will be considered on a case by case basis.

3.0 PRINCIPLES

- 3.1 Notre Dame Catholic Sixth Form College aims to ensure that:
- It provides the most appropriate SEN provision for our students' individual needs.

- Transition into the College from high school and out of the College to university or employment is managed and planned to allow a smooth and positive pathway for the student.
- All staff are aware of the signs looked for in the early identification of any issues and are equipped to provide appropriate support for SEND students whom they teach and/or support.
- Staff are made aware of individual student's needs and any reasonable adjustments that are expected, which will enable them to meet those needs in the classroom.
- All students, including SEND students are supported in an appropriate and supportive way to aid progression.
- The College works with the student and their parents / carers to ensure that their views are listened to and taken into account where ever possible.
- SEND students are offered an appropriate study programme that allows for a positive progression plan.
- All students, including SEND students have equal access (wherever possible) to all College activities.
- The College engages with and works in partnership with external agencies where appropriate to meet the individual needs of the student.

3.2 In accordance with The Special Educational Needs and Disability Code of Practice 2014, Notre Dame Catholic Sixth Form College will:

- Produce a written SEND policy and inform parents about the support available to SEND students. The Head of Learning Support will address new parents at information evenings and the team will be available at parent's events and open days etc. to discuss individual concerns.
- Use information collected from high schools, parents, students and other external agencies to provide the most appropriate support for each student.
- Work with parents to ensure that all support provided is understood and positive.
- Ensure that parents/carers have knowledge about the SEND provision that the College makes, through the Local Offer.
- Ensure that teachers in the College are aware of the importance of identifying and providing for, those students who have SEN, through inclusive, high quality teaching.
- Be ambitious and supportive about the aspirations of all of our students at every level of achievement and prior attainment.

4.0 TRANSITION

4.1 The Learning Support team, under the direction of the Head of Learning Support and the Student Services Manager, are involved in transition planning between schools and College to prepare to identify, plan for and ultimately meet the student's needs and ensure a successful transition into the College. Students who disclose at interview or subsequently will be invited to:

- have a session in Learning Support on Experience ND Days
- visit college for additional acclimatisation visit(s), where appropriate
- discuss their needs in detail (with parents/carers, if necessary) upon enrolment
- undertake a detailed 1-1 diagnostic interview during which specific support needs and reasonable adjustments are ascertained and an LDD1 form is circulated which outlines these adjustments

5.0 ADMISSIONS POLICY

5.1 When a young person has expressed a preference to attend Notre Dame Catholic Sixth Form College the College will be under a **conditional** duty to agree to the request, unless the institution is unsuitable for the:

- age
- ability i.e. does not meet subject specific entry criterion
- aptitude or special educational needs of that young person

or is incompatible with the efficient use of resources or education of others.

Notre Dame Catholic Sixth Form College will be under a duty to admit that young person and will engage and consult with the local authority as appropriate.

5.2 Final decisions regarding the offer of a place will be made by a Deputy Principal receiving advice from the Head of Learning Support.

6.0 INITIAL SCREENING

6.1 All new students will sit an online screening programme (CEDAR) at enrolment. This data will be used to identify particular potential issues / strengths for students in a range of learning disciplines and shared with curriculum staff through Cedar to inform teaching practice.

6.2 Curriculum staff will use the initial screening results along with subject initial assessments to identify students with particular need and will make referrals to Learning Support as appropriate. Access arrangements for examinations will be included in strategies used to support student progress where appropriate.

7.0 SUPPORT OFFERED

7.1 Across the curriculum, a range of fully inclusive teaching strategies are employed as appropriate. Specific CPD is provided on a variety of SEND areas by the Head of Learning Support and/ or external agencies on a regular basis. Students in need of additional support can be referred to Learning Support where they will be assessed and a support plan agreed. Appropriate support may include:

- assistive technology
- support for SPLDs by Specialist Support Teachers
- in class support including note-takers
- interpreters
- one-to-one and small group learning support
- accessible information including; enlargements/coloured hand-outs/overlays
- equipment loan
- personal care (or access to it)
- Specialist supportive technology
- Organisational management
- Revision workshops
- Anxiety / emotional support

8.0 EVALUATING THE SUCCESS OF THE SEND PROVISION

8.1 The following quantitative and qualitative indicators will provide evidence of the impact of this policy:

- Annual success rates for SEND students
- Annual comparative success rates in learner groups
- Individual tracking and monitoring records
- Student feedback via various channels
- External stakeholder feedback

- Effective deployment of resources to the students who need it

Reviewed November 2019

Next review due July 2021

(Deputy Principal/Head of Student Support)