

KING EDWARD VI COLLEGE

NUNEATON

PROCEDURAL STANDARD FOR

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

Strategic Ownership:	Director of Student Support
Approved by SMT:	10 April 2019
Date Reviewed by JCC: Date Reviewed by CCM:	4 July 2019
Date Approved by Local Governing Body (LGB):	N/A
Date Staff Informed:	
Date Impact Assessed:	This policy has been impact assessed and found to be compliant with the College's E&D statement and with most recent legislation.
Date Uploaded to SharePoint/Website:	September 2019
Date of Next Review	June 2022

Special Educational Needs and Disability Policy (SEND)

1. Ethos

Disability for the purpose of this statement is defined as per the Equality Act 2010 and reinforced by the Further Education guide to the 0-25 SEND code of practice approved under section 41 of the Children and Families Act 2014.

The College and its staff and students will make every effort to enable inclusion into all aspects of College life for learners with disabilities and/or learning difficulties.

Every learner is seen as an individual and the College wishes to respond to individual needs. We are committed to ensuring that disabled people, including those with learning difficulties are treated fairly.

All anticipatory arrangements and reasonable adjustments to provision will be made to ensure that disabled learners are not treated less favourably for reasons connected to their disability. The health and safety of learners whether applicants or enrolled students is of paramount concern to the College, and actions may be enforced as a result of an inclusive risk assessment.

2. Admission / Progression Arrangements

At College Open Evenings, staff are available to discuss support needs with learners and their parents/guardians. Any learner with an additional need is encouraged to contact Student Support for an informal discussion that can include help with identifying an appropriate course as well as considering support needs.

Should an applicant indicate through their Educational Health Care Plan (EHCP) that King Edward VI College is their choice of post 16 provider the College will liaise with the relevant Local Authority. In the first instance, we will confirm that academic entry requirements are likely to be met to ensure the applicant is guided to a course which will allow them to progress. We will take action to put appropriate support in place to accommodate the learner's needs. Every effort will be made to ensure progression arrangements from previous institutions are as smooth as possible, including the continuation of the EHCP.

Learners applying to the College also have the opportunity to make clear their learning support needs and exam arrangements on the application form. Opportunities are also available for students to disclose whilst on programme. All disclosures are subject to confidentiality in negotiation with the learner except in circumstances where safeguarding issues are relevant. In such cases the relevant safeguarding procedures are enacted. Support and facilities can then be provided for the learner during the interview and enrolment process. Some students may be offered an additional, in-depth interview if required.

With sufficient notice, we are also able to provide support for parents and guardians at Open Evenings, interviews and enrolment. We welcome telephone and email enquiries throughout the year.

2. Additional Learning Support

We are committed to supporting young people who have additional needs so that they can take full part in the learning opportunities offered by the College and make the best possible progress. We have a whole College approach to support. All staff have responsibility for all of their allocated students. The Specialist Support Coordinator and Student Support Assistant are responsible for coordinating and tracking the provision of support throughout the College. Support is also provided by Personal tutors and Student Progress Managers to ensure that students are supported in all aspects of college life. They will:

- Liaise with the local authority to ensure students with an Education & Health Care Plan (EHCP) plan receive appropriate support. This plan is developed by the local authority with the young person and appropriate agencies. The views and needs of the young person shall take precedence over their parents', although parents/carers views along with previous information from other professionals and support agencies will be taken into consideration.
- ~~Make EHC plans available on Promonitor (College tracking system) for relevant staff on a 'need to know' basis.~~
- Make a note on ProMonitor (College tracking system) where a student has an EHCP for relevant staff on a 'need to know' basis. The actual plans will be filed securely in the Student Support offices.
- Make all reasonable adjustments where appropriate, in line with a student's EHCP, and source funding to do this as required.
- For students with physical / mobility difficulties, whether permanent or temporary, an individual evacuation plan will be supplied and available on Pro-monitor for relevant staff on a 'need to know' basis.
- Provide assessment for referred or self-referred students who may not have previously received support and an EHC/IEP provided depending on the level of need.
- Provide differentiated resources which are used/loaned to SEND students to ensure access to the curriculum.

- Analyse data to accurately monitor identified SEND students' progress. We have a robust tracking system which all appropriate staff have access to, and contribute to, which allows early intervention if a student is not making the expected progress.
- Involve SEND students in discussions with regards to their targets, provision and progress, as we do with all students. These are reviewed regularly and updated accordingly.
- Encourage high aspirations and set challenging targets to increase independence, as we do with all students.
- Identify students with SEND, whether in receipt of a EHCP or otherwise, and send out advice to teaching and relevant pastoral staff within 6 weeks of enrolment. These will be flagged on ProMonitor by a blue box for quick identification.
- Involve liaison with parents and external agencies so that student's needs are met.
- Provide additional support where examination rules allow for external and internal exams by coordinating with the examinations team.
- Arrange full Dyslexia assessments where a need is identified.
- Arrange observations of students with learning difficulties to monitor the quality of the provision. The outcomes of these observations will be recorded on ProMonitor in the 'Support' section for each student.
- Contribute to CPD for teaching and pastoral staff in SEND issues.
- Regularly update the College in-house online resources linked to specialist support.
- Encourage as much independence as possible along with high aspirations and ambitions for all SEND students, as we do with all of our students.

3. Access Arrangements for Examinations

Any learner who may require exam access arrangements should let the Student Support Assistant or Exam Officer know as soon as possible. In some case the first exam may be in November and arrangements need to be in place. Once a need is known, if necessary, arrangements can be made for an Educational Psychologist or Medical Practitioner to provide the report required by the exam board. Examples of exam arrangements available are extra time, a reader, a

scribe, a separate room, rest breaks, use of a computer etc. Further details can be found in the Exam Procedures policy.

4. Other Support

The Careers & Employability team offers the support of Level 6 careers advisors, in line with the Gatsby benchmarks. Advice on financial support in college is available from the Finance office and from the Admissions team. We have links with a range of local organisations and voluntary bodies who provide support. Students are given information on finding out whether they are eligible for and how to access the Discretionary Bursary Fund.

5. Physical Accommodation and Access

Learners and staff with disabilities who need car parking facilities can be offered these if we have been notified in advance. A member of the site team can assist if required.

The entrance doors to the College have door assistors or electronic actuators. Several internal doors also have this provision. Fire doors are kept open with devices that only release the door when the fire alarm sounds.

The majority of the College floor space is now accessible to people who are wheelchair users or who have mobility difficulties.

The ground floor of the College buildings is accessible to those using a wheelchair and there are a number of accessible toilets. There are also two science laboratories with some adaptations on this floor.

The first and second floors in S Block and the Leeke Building (N block) are accessible via lifts. Where the upper floors of the College are not accessible to a learner with significant mobility difficulties the College has a policy of relocating subject teaching to an accessible area. Any specialist facilities on the upper floors can be accessed by learners with mobility difficulties.

The Library and both Study Centres are accessible on the ground floor. PC stations are available for wheelchair users in both locations. The student and staff catering services are all on the ground floor and accessible. The sports hall and its facilities are also accessible on the ground floor.

For students, staff and visitors with hearing impairment, there is a fixed induction loop in Reception. All parents' evenings and open evenings can be accommodated on the ground floor of the building if required.

7. Complaints & Appeals Procedure

If learners feel the College's SEND policy has misled them and that they were led to believe that there would be support and facilities that are not there, then they have a right to complain. Please see the Complaints Procedure on the college website.

Any learner requiring help in order to make the complaint will be given that support.

If you have a disability, please make sure that you have provided us with all the information about the support that you need so that we can make all reasonable adjustments to help you succeed.

Any information you give us will be used to plan for and provide support. It will not prejudice your chance of gaining a place at College.

This SEND policy will be updated every three years

Key Contacts and owners of this policy:

Specialist Support Coordinator
Admissions Officer
Exams Officer
Director of Progress & Inclusion
Site management personnel