



SEND Policy

Policy type:	Local
Approved by:	AQC (Rebecca Rhodes, Assistant Principal)
Effective from:	October 2020
Revision date:	October 2021

Purpose

The Sixth Form College Farnborough 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.

As a part of this commitment the Study Support Team aims to identify, assess and provide strategies to enable staff to meet the needs of these students.

We recognise that meeting SEND is a 'whole College responsibility'. This means that whilst the Study Support team identifies, assesses and can provide tailored support for students, the provision for any student is the responsibility of all staff.

This document sets out how this will be achieved and is informed by the following legislation and statutory framework:

- The SEND Code of Practice: 0 - 25 years (2014),
- The Children and Families Act (2014) and the Equality Act (2010).

The Equality Act 2010 requires institutions to make "reasonable adjustments". This means putting things into place to make it easier for students with disabilities and special educational needs (SEN) to prevent them from being placed at a substantial disadvantage.

The following factors may be taken into account by the College when considering what is "reasonable adjustments":

- The need to maintain academic and other prescribed standards;
- Financial resources available to the College;
- The extent to which it is practical to take a particular step;

- Health and Safety requirements;
- Relevant interests of other people including other students.

We are firmly committed to an inclusive approach for all students, provided the student meets our published entry criteria and follows our Admissions Protocols, which provide the opportunity to discuss how those with additional needs can be supported with their studies.

Policy

At the Sixth Form College Farnborough all students, regardless of their particular needs, are provided with high quality inclusive teaching which will enable them to make the best possible progress in College and feel that they are a valued member of the community. The College aims to raise the aspirations and expectations for all students with SEND and remove barriers to learning ensuring that all students reach their potential.

The specific objectives of this SEND policy are as follows:

- To ensure that students with special educational needs and disabilities are promptly identified and that their specific learning needs are met.
- To ensure that students with special educational needs and disabilities have access to all activities at the College.
- To ensure that all students make the best possible progress and achieve the best possible outcomes.
- To ensure that learners are given opportunities to express their view and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies where appropriate.

Key Personnel

Role	Designated Person	Contact details
Study Support Curriculum Manager	Stephanie McGuinness Curriculum Manager Study Support	smcguinness@farnborough.ac.uk
Senior Leader responsible for SEND	Rebecca Rhodes	rrhodes@farnborough.ac.uk
SEND link Councillor	Helen Manning	Helen.manning@farnborough.ac.uk
Designated teacher with safeguarding responsibility	Matt Smith	msmith@farnborough.ac.uk
Member of staff responsible for students with medical needs	Kirsten Halvorsen Catherine Hitchens	khalvorsen@farnborough.ac.uk chitchens@farnborough.ac.uk

Stephanie and the Study Support Team are responsible for assessing the needs of students with SEND in discussion with students, parents, outside agencies and previous institutions.

Special Educational Needs – Definition

The Children and Families Act 2014 defines SEN as follows:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or;
- b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post - 16 institutions.

Roles and Responsibilities

The College's Academy Quality Council (AQC) has determined the following key responsibilities for and will monitor the effectiveness of the different teams in undertaking these responsibilities.

The Study Support Curriculum Manager and team are responsible for:

- Identifying the learner's special educational needs.
- Coordinating the special educational provision for the learner which meets those needs.
- Monitoring the effectiveness of any special educational provision for the learner.
- Securing relevant services for the learner where necessary.
- Ensuring that records of the learners' special educational needs and the special educational provision made to meet those needs are maintained and up to date.
- Liaising with and providing information to the parent/ carer of the learner, where appropriate.
- Ensuring that, where the learner transfers from and to another educational institution, the learner is supported and information is shared, where appropriate.
- Promoting the inclusion of the learner in the College community and access to the College's curriculum, facilities and additional activities.
- Selecting, supervising and training Learning Support staff at the College who work with learners who have special educational needs.
- Advising teachers at the College about differentiated teaching methods appropriate for individual learners with learning support needs or disabilities.

Learning Support Assistants are responsible for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- Using the College procedures for giving feedback to teachers about students' responses to tasks and strategies used to provide effective in class and 1:1 support.

Curriculum teachers and pastoral tutors are responsible for:

- Including students with SEND in classroom activities and providing an appropriately differentiated curriculum where necessary to meet individual needs. Seeking advice from the Study Support Team on assessment and strategies to support inclusion.
- Familiarising themselves with this policy and procedures for identification, monitoring and supporting students with SEND
- Giving feedback to parents of students with SEND as appropriate.
- Understanding the purpose of in class support for individual students and liaising with the Study Support team regularly to ensure needs are met.

The Senior Management Team are responsible for:

- Ensuring that SEND policies and procedures are fully implemented.
- Ensuring sufficient resources are allocated for training.
- Ensuring the Study Support Curriculum Manager will receive statutory training and that all members of staff within the Study Support Team have sufficient and appropriate training and qualifications.
- Quality assuring and reviewing all SEND provision as part of the College's Quality Cycle.

Academic Quality Council are responsible for:

- Ensuring that the College has appropriate policies in place and that these are updated regularly.
- Ensuring that SEND arrangements are fully embedded within the College's ethos and reflected in College practice.
- Ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in the SEND Code of Practice.

Admission arrangements

Students have the opportunity to identify themselves as having difficulties that require extra support during the application and enrolment procedure or at any time during their time at College. Students should make contact with the Study Support Team during Open Evenings or Information Evenings, at interview or during the induction process at the start of term.

Where prospective students have an Education Health Care Plan (EHCP) an invitation for a meeting will be sent during the summer term, prior to starting. We can also come and visit you at your current school. You will be welcome to visit the College during a typical

day, to get an idea of the environment and this can be arranged via the Study Support team.

In all cases, advice and information is sought where possible, from parents, schools and outside agencies.

Examination arrangements

Special arrangements for sitting examinations are made through the Study Support Team and the Registry department.

Evidence to apply for these will be from a combination:

- Existing medical reports
- College assessments in consultation with outside agencies
- Relevant evidence provided by schools

The College applies to the JCQ (Joint Council for Qualifications) for special arrangements within a pre - determined timescale.

Special arrangements are made for students based on the available evidence and with due regard to the preference of the student.

Physical accommodation and access

- College literature is available online and in large print.
- There are clearly marked car parking spaces in front of the Prospect Theatre for blue badge holders.
- The Learning Resource Centre, Library and student refectories are to be found on the ground floor.
- All areas in College are wheelchair accessible, with lifts in all buildings.

Students with physical disabilities are invited into College prior to their starting to be guided around to ensure they are familiar with the environment and to identify any areas that could cause a difficulty. Where possible, students with mobility issues will be timetabled on the ground floor.

Complaints and appeals procedures

Any student or parent who has a complaint should send a letter to the Principal. The Principal will delegate a senior member of staff to investigate complaints and will make an initial response within ten working days.

Monitoring and review of policy

The success of the College's SEND policy and provision is monitored and reviewed through the:

- Monitoring of classroom practice through observation.

- College's Student Voice strategy and activities.
- College self-evaluation processes.
- AQC Councillors' review the policy and the SEND provision annually.
- Ongoing SARAP review process, which evaluates the success of the policy and sets new targets to ensure compliance with legislation and best practice.
- Feedback from students, parents/carers and staff, both formal and informal, following Parents' Evenings, and meetings to review and agree targets, revise provision and celebrate success.

Related Policies and Documents

- Admissions Policy
- DfE SEND Code of Practice: 0 to 25 years (January 2015)
- Equality and Diversity Policy
- Equality Act
- Exam Policy
- Instrument and Articles of Governance
- The Children and Families Act
- The Student College Contract

More information

Is available on the [Hampshire Local Offer](#) website or in the FAQs below.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Frequently Asked Questions

How does your education setting know if children/young people need extra help and what do I do if I think my child has special educational needs?

Prospective students should identify any additional needs on the College application form. This information is then shared internally with the interviewer (who is usually the Personal Tutor) and the Study Support Manager. When an additional need has been identified, an Additional Support Form will be completed with the student. This form gives the student the opportunity to give more detail about their support needs and also to give permission for the College to contact their school. The Study Support Manager will liaise with our Partner and Link Schools to discuss individual needs. Visits to schools may be arranged to meet with prospective students and discuss their needs further.

How will the education setting staff support my child / young person?

The Study Support Team will meet with all students who have disclosed a support need at enrolment. In some cases, where there is a higher level of need, such as students that had a EHCP or are diagnosed with ASD, they will be invited into College in the summer term prior to their September start. In all cases support needs will be discussed and their initial support plan will be agreed upon. This information will be shared with their Personal Tutor and their subject teachers. Support is individual to the student and could include small group support, 1 - 1 help, or in some circumstances, in-class support. The support provision will be reviewed, and adapted when necessary, throughout the year and will always be led by individual need.

How will the curriculum at your education setting be matched to my child / young person's needs?

The College is an academic institution that only offers full - time programmes. These are Level 3 (primarily A levels) and a limited number of places at Level 2. Students must have the ability to access either the Level 2 or Level 3 programme. These programmes are syllabus led but reasonable adjustments will be made within these constraints. The College course guide (found on the College website) outlines the entry criteria for each individual subject. The College does not offer Level 1 courses and below, nor does it offer Life Skills courses.

Individual needs can be met by providing specialist equipment, additional support (1 - 1 or small group), subject workshops and, where necessary, in-class support.

Personal Tutors will discuss a student's strengths and weaknesses with them at interview and then again at enrolment when they present their GCSE grades. Together they agree on the most appropriate programme.

How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Termly review data is shared with parents and the Parent Portal is also a way to keep abreast of reviews and attendance. There is a Consultation Evening for Year 13 students in the Autumn Term and for Year 12 students in Spring Term. There is an additional Progression Evening in June for students that are finishing their first year and have concerns about their second-year programme. The College actively encourages liaison between parents and College staff. Parents can contact the Personal Tutor or one of the Study Support team at any point during the academic year if they have concerns. Where necessary a meeting with teachers, their Personal Tutor and a member of the Study Support team can be arranged.

What support will there be for my child / young person's overall wellbeing?

The College has a Health & Wellbeing Co-ordinator and a nurse on site. Individual training is given to staff to deal with medical conditions which their current students may have. Pastoral support is provided mainly by the Personal Tutor in conjunction with the Study Support team, nurses, counsellors and teaching staff. The comprehensive tutorial programme covers students personal and social development. Guidance is given throughout their programme to allow them to become independent in their learning and in their social skills. While no formal support is provided during breaks and lunchtimes, students are encouraged to use the Study Support area or within some subject areas, when they need a 'safe place' throughout the College day.

What specialist services and expertise are available at or accessed by your education setting?

The College employs two trained nurses and a team of counsellors. The Study Support Team includes three specialist teachers, two of which are SpLD specialists, as well as four highly experienced LSAs. In addition, other experienced staff within College are used for 1 - 1 social mentoring support. Specialist services, such as Specialist teacher Advisors, are 'bought in' as required.

What training are the staff supporting children and young people with SEN and Disabilities had or are having??

All staff have completed the DisabledGo equality and disability awareness training. In house SpLD and ASD training is also provided for teachers. The College nurse offers individual medical training to staff when students with medical conditions join the College. The current Study Support policy is available on the College website.

How will my child / young person be included in activities including trips run by your setting?

All students are invited to participate in their subject area educational trips, but places are always limited. The teacher organising the trip will liaise with the student and parent/guardian to decide what adjustments can or need to be made to allow participation. If necessary, another member of staff will accompany the student to help

with their additional needs. Participation on some trips may not be possible due to Health & Safety regulations.

How accessible is your education setting?

Most areas in College are wheelchair accessible, with lifts in all buildings. Students with physical disabilities are invited into College prior to their starting to be guided around to ensure they are familiar with the environment and to identify any areas that could cause a difficulty. Where possible, students with mobility issues will be timetabled on the ground floor. College literature is available online and in large print.