

South Bank University Sixth Form (SBU6)

SEND Policy and Information Report

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NB. Role names and titles in this document may be subject to change.

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1. Aims

Our SEND policy and information report aims to:

- Set out how our Sixth Form will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At SBU6 we rigorously monitor the progress of all our students, including those identified as SEND. The strategic analysis of approach, practice, and outcomes informs planning for and the development of provisions and practices.

Innovation, Integrity, and Intent

Our ability to think creatively and develop problem-solving skills is fundamental to our innovative approach to curriculum and teaching and learning. It helps us prepare our students for an ever-evolving modern workplace. Central to our values is Integrity, which manifests itself in professional conduct and a trust in the quality of our work and efforts. Finally, a clear Intent drives forward our ambition to succeed and perform to the highest of our ability.

2. Legislation and Guidance

This policy and information report 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 schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND Co-ordinator's (SENDCOs), and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

3.1 Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made for other children or young people of the same age by mainstream schools.

3.2 Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010. That is “...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.”

This definition provides a low threshold and includes more children than many realize: “long-term” is defined as “a year or more” and “substantial” is defined as “more than minor or trivial” (DfE/DoH 2015:16).

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is Aaron Reiber.

They will:

- Work with the DSL and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the DSL and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the DSL and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The DSL

The DSL will: •

Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Teachers

Each teacher is responsible for: • The progress and development of every student in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. 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.

5.3 Consulting and Involving Students and Parents

We will have an early discussion with the student and their parents/caregivers/guardians when identifying whether they need special educational provision as defined by the Code of Practice as amended in 2015. These conversations will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and Reviewing Students' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviours
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting Students Moving Between Phases and Preparing for Adulthood

We will share information with the college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this.

5.6 Our Approach to Teaching Students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

All staff are given continuous professional learning in the development of inclusive teaching practice.

5.7 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by small class sizes, grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional Support for Learning

Our teaching assistants are trained to deliver interventions such as literacy, speech, and language sessions and differentiation for all subjects. Teaching assistants will support students on a 1:1 basis when it benefits the student and rapidly improves progress, especially for students with severe learning difficulties. Teaching assistants will support students in small groups to support differentiation in the most difficult topics.

We work with the following agencies to provide support for students with SEND:

- Speech and language
- Social, Emotional & Mental Health issues

5.9 Expertise and Training of Staff

As a school, we can call on support from consultants and specialist organizations from within the Local Authority as well as Health and Social Care Services.

5.10 Securing Equipment and Facilities

As a school, we can access a range of services from within the local area as and when necessary and appropriate, according to the young person's needs. The school building has a

lift to allow access to the upper floors. If a young person needs specialist equipment or other facilities a discussion with the SENCD will initiate a review.

5.11 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress via the PAGS (Profile Assessment & Goal Setting) program
- Holding annual reviews for students with Educational Health Care plans
- SEND Students with an EHCP submit their views in writing as part of their annual review as well as attending the review itself. Students and parents contribute to the setting of their own targets and strategies. This is an important part of the EHCP and target-setting process.

5.12 Enabling Students with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our students, including our enrichment programs.

All students are encouraged to take part in workshops, trips, and visits to enrich the wider curriculum. No student is ever excluded from taking part in these activities because of their SEND or disability.

- The school follows the legal framework for arrangements regarding the admission of disabled students. If we believe we can meet the students' needs, we will always accept students into our school community.
- The school takes reasonable adaptations to prevent disabled students from being treated less favourably than other students.
- The modern building allows access for all disabled students.
- The school has an accessibility plan and policy.

5.13 Support for Improving Emotional and Social Development

SBU6 understands the importance of the emotional wellbeing of all students and the impact it can have on their learning. We have a strong pastoral team who can work closely with the

students and provide support and signposting to relevant professionals should further support be needed.

We have a zero-tolerance approach to bullying.

5.14 Working with Other Agencies

- Child and adolescent mental health services (CAMHS)
- Parent support agencies
- Education Welfare officers

5.15 Complaints About SEND Provision

Concerns and complaints are dealt with in line with SBU6 Complaints Procedure. Any initial concerns should initially be raised with the tutor of the student or, should this not resolve the concern, with the SENDCO. Further information on how to express a concern or raise a complaint by phone or in writing can be found in the SBU6 Complaints Procedure.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact Details of Support Services for Parents of Students with SEND

<https://www.lambeth.gov.uk/children-young-people-and-families> <https://www.family-action.org.uk/what-we-do/children><https://www.family-action.org.uk/what-we-do/children-families/send/families/SENDd/>
<https://www.lambeth.gov.uk/SENDd-local-offer/information-advice-and-support/get-confidential><https://www.lambeth.gov.uk/send-local-offer/information-advice-and-support/get-confidential-and-impartial-advice-about-sendand-impartial-advice-about-SENDd>

5.17 Contact Details for Raising Concerns

Complaints and concerns can be directed to the Principal – Kishan Pithia
Kishan.pithia@sbusixth.ac.uk

Complaints about the Principal can be raised with the Executive Principal of South Bank Academies Trust – Fiona Morey moreyf@lsbu.ac.uk

Complaints can also be directed to the local authority by contacting the Special Educational Needs and Disabilities team in Lambeth. Telephone: 020 7926 9460 or 020 7926 7754 Email: SENDdsupport@lambeth.gov.uk

5.18 The Local Authority Local Offer

At SBU6, we are privileged to have students joining us from a large catchment area. This means that we currently work with five different local authorities, each of which services a different area and provides different services, known as the local offer. To find out which other services are available to support your child or family, you should contact the district council for your place of residence.

Links to the local offers for the local authorities we currently deal with are linked below.

Croydon - <https://www.croydon.gov.uk/education/special-educational-needs>

Lambeth - <https://www.lambeth.gov.uk/SENDd-local-offer>

Lewisham - <https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>

Southwark - <https://localoffer.southwark.gov.uk/>

Wandsworth - <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

6. Monitoring Arrangements

This policy and information report will be reviewed by the SEND (Special Education Needs and Disability) Governor/SENDSCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.