

SEND Policy



Introduction

Dixons Sixth Form Academy is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our learners, whatever their learning needs or disability. We aim to provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social and physical development. Our vision for young people with Special Educational Needs and Disabilities (SEND) is that they achieve the very best they can from their education to lead happy, healthy, independent and rewarding lives.

The SEND Code of Practice (2014) defines a disability as "...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". Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

This policy is informed by the following legislation and statutory framework: the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), the Children and Families Act (2014) and the Equality Act (2010). The policy should be read in conjunction with the following guidance, information and policies:

- Accessibility Plan
- SEND Information Report

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with the following people:

- SENDCo
- Vice Principal

Ethos

The Academy's values revolve around: Integrity, Curiosity and Leadership, these values are to be worked towards by every individual, regardless of ability or need.

Integrity

The quality of being honest and holding oneself to strong moral principles.

Displaying integrity in everything we do is an important attribute for success and should be a value every individual, regardless of ability or need, works towards. This can revolve around work ethic, taking opportunities, being honest with those around you and wanting to display the best version of you in any situation.

Curiosity

The desire and motivation to learn and work hard in order to gain knowledge and understanding. All students will show curiosity throughout their studies and enrichment; they will have the drive and desire to discover crucial information and ideas. All students will be supported, where required, to work hard and gain the skills and knowledge needed to venture into an exciting, academic, rewarding future.

Leadership

Leadership is conduct; it is how we take responsibility and act with initiative in order to be an example for others to follow. All students are encouraged to make the right decisions, act as a role model and pursue positive decisions to create a positive, ambitious and supportive environment.

Whole-school commitment

Meeting the individual needs of students is the responsibility of all staff in the academy.

- Staff development and training must be at the heart of effective provision for individual needs.
- All staff will accept personal responsibility for the education of exceptional learners and this should be reflected in the professional development of all staff.
- We will put in place collaborative teaching and co-operative action-research and evaluation, vital for the development of effective provision, which is in harmony with legislative requirements and progressive educational ideas.

The belief that is expressed in Circular 5 of the Education Act 1988 underpins the Individual Needs departmental philosophy:

Participation in the National Curriculum by students with special educational needs is most likely to be achieved by encouraging good practice for all students. Special educational needs are not just a reflection of students' inherent difficulties; they are often related to factors within schools, which can prevent or exacerbate some problems. For example: schools that successfully meet the demands of



a diverse range of Individual Needs through agreed policies on teaching and learning approaches are invariably effective in meeting special educational needs.

The Academy believes in the principle that each student should have a broad and balanced curriculum and that it is not enough for the curriculum to be on offer; it must be fully accessed by each individual student.

The Objectives of the SEND Policy

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for young people who have SEND and additional needs.
- To ensure that parents/carers have a clear understanding of how the Sixth Form supports young people with SEND, and their involvement in this.
- To provide an appropriately qualified SENDCo in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND young people; every teacher is a teacher of SEND. Teaching and supporting students with SEND is the responsibility of the whole Sixth Form and requires a collaborative and inclusive approach.
- To ensure that learners with SEND have access to all Sixth Form activities, as far as is reasonably practical, which relates to the needs of the students.
- To promote effective partnership and involve outside agencies where appropriate.
- To involve the young person in the process of identification, assessment and provision.
- To ensure that the young person is aware that their wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To ensure that young people with SEND can participate in Sixth Form activities, together with those who do not have SEND.

Role of the SENDCo

- To oversee the provision and progression for students with SEND
- Assess students for Access Arrangements and specialist support
- Collate information for SEND students from interviews and school visits
- Liaise with and advise colleagues on all matters relating to SEND
- Organise and maintain the records of all SEND students
- Liaise with parents/carers of SEND students
- Contribute to the continuing development and training of Sixth Form staff
- Liaise with external agencies as appropriate in order to promote achievement in SEND students
- Liaise regularly with the Vice Principal

Admissions

Dixons Sixth Form Academy accepts learners with a wide range of special educational needs and disabilities provided they meet the Sixth Form entry requirements. Every effort is made to meet individual needs and we employ our best endeavours to ensure that all students have equal access to the opportunities and experiences offered. Special educational provision will apply to any student disclosing a SEND, regardless of whether or not the student has an Education, Health & Care Plan (EHCP).

Identification, Disclosure, Assessment and Provision

Identification

The SENDCo is regularly in touch with feeder schools across the Dixons Trust and across Bradford to maintain meaningful communication and the sharing of relevant information regarding any future students who might attend the Sixth Form. Bespoke events for students with any SEND will be organised to aid in transition and support their needs early on.

Vulnerable year 11 pupils will be invited to a pre-induction event in July to ensure we have everything in place for a successful transition. The event will help to alleviate any concerns and familiarise themselves with the Sixth Form environment.



Disclosure

The application form provides the first opportunity for students to disclose any additional needs. We subsequently interview all applicants individually and invite further discussion regarding current and anticipated support. We want the Sixth Form experience to be both rewarding and successful and actively encourage students to be completely open about their individual needs. The more information we have at point of application, the better we can plan ahead and prepare an appropriate support plan.

Further opportunities for disclosure exist:

- on the confidential form
- during individual interviews with tutors
- during monitoring interviews with subject teachers
- via exams officers
- when arranging enrichment opportunities and trips
- at any point during the course

Assessment

The SENDCo will meet with students again after enrolment to ensure that:

- their individual needs are identified
- teachers and tutor know about your requirements
- suitable provision is made to meet their needs
- there is liaison with outside agencies if appropriate

The SENDCo can support any students who are having literacy difficulties through a screening process to see if any unidentified complications can be identified. If the proposed assessment proves conclusive, this will provide core evidence to support online application to the relevant authorities (JCQ) for Access Arrangements due to literacy difficulties. It should be noted that this assessment is undertaken for educational purposes only and in no respect indicates a diagnosis of an underlying Specific Learning Difficulty.

If you have any previous access arrangements, the SENDCo will contact your previous school to arrange for a copy of your Form8 to be sent to us; further evidence of the need for the access arrangement will be gathered by the SENDCo from subject teachers.

Provision

When you start at College there are many sources of help available and these provisions are clearly outlined in the SEND Information Report. Examples of the support which might be offered are:

- mentoring
- weekly tutorial sessions
- in class support

Physical Access

The building is fully accessible; the whole curriculum is available to all students. A lift is installed in the main building and a lift key can be given to those who are unable to walk up the stairs. If you are unable to travel from home to college independently, transportation can be applied for from the Council, if applicable. The building has ramps for wheelchair access and accessible toilets on every floor. Disabled parking can also be provided.

Supporting students at College with Medical Conditions

At Dixons Sixth Form Academy we recognise that students with medical conditions should be properly supported so that they have full access to education. Some students with medical conditions may be disabled and where this is the case the Sixth Form will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Educational Health and Care Plan (EHCP), if so, the SEND Code of Practice (2014) is followed. We also have a fully-fitted medical room if required, a lockable medical fridge for students to access and a room dedicated for students to take their medication in; the room also has a sink.

Supporting Students and Families



We aim to work in partnership with our parents and families and to ensure that, where appropriate, they are fully informed about all matters relating to their son/daughter's SEND. Our SEND information report is on our website and is updated regularly, and we guide parents towards the Local Authority (LA) local offer for information about wider services.

Monitoring, Review and Record Keeping

As stated within the SEND Code of Practice (2014) "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less". Subject teachers are responsible for the progress and development of young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff.

The effectiveness of the support put in place and its impact on the progress of students is monitored regularly. Those learners who hold an EHCP are reviewed regularly and an annual meeting is held with the appropriate Local Authority invited. The Sixth Form is fully committed to the SEND Code of Practice and its recommendation of a 4 part cycle model (Assess, Plan, Do, Review).

Assess

In identifying a student who requires SEND support an assessment of the student will be undertaken. This assessment will draw on previous progress, attainment and feedback from subject teachers. In some cases, outside professionals from health or social work may be involved with the student. These professionals are encouraged to liaise with the Sixth Form to help inform assessment. The Sixth Form communicates with parents/carers whenever appropriate.

Plan

Where it is decided to provide a student with SEND support the student will be notified and, if appropriate, the parents/carers will also be notified. All teachers, personal tutor and support staff who work with the student will be made aware of the needs, the desired outcome, the support provided and any teaching strategies or approaches that are required. This information is recorded on Cedar.

Do

The subject teachers remain responsible for working with the student on a daily basis, using differentiated techniques or strategies outlined in the plan. Every young person on SEND support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Here targets and outcomes are set where the views of the student, including their personal goals and aspirations, are taken into account. The SENDCo will arrange a meeting with the student to discuss this further and ensure clarity.

Review

The effectiveness of the support and interventions and the impact on student progress is reviewed regularly and documentation on Cedar is updated in light of this review. We actively encourage our students to self-assess and become reflective about their own practice to develop their own targets.

Record Keeping

If a student discloses that they have a special educational need, disability or medical issue their details and information is kept on the SEN register and a hard copy with any further information is held on file. This information is restricted to the SENDCo but shared with relevant staff where required.

Monitoring and Evaluation of SEND

The SENDCo will produce an annual report in which strategies are measured and impacts of initiatives reported on. Both quantitative and qualitative indicators also provide evidence of the impact of this policy:

- The annual success rates for SEND students
- Post 18 progression data
- Attendance
- Planned destinations
- Annual comparative success rates in SEND groups
- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties



- Sensory and/or Physical Needs
- Individual tracking through progress grades and monitoring records
- Student feedback
- Parent feedback

Reviewing the Policy

In light of the legislation changes this policy is currently reviewed annually.

Dealing with complaints

If you wish to make a complaint, your tutor is the first person to contact. However, you and your parents are always free to contact the Principal or one of the Assistant Principals.

If the problem is still not resolved, you have the right to take your complaint to the Chair of Governors and still further to the Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds with SEND.

