



## Student Support Policies and Procedures

### SEND Policy

Aim: The policy covers those responsibilities detailed in the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

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## 1. Introduction

- 1.1 The Blackpool Sixth Form College adheres to the Special Educational Needs and Disability Code of Practice and in particular the responsibilities required of Colleges as detailed in chapter 7 of the Code of Practice. The Code of Practice provides statutory guidance on duties relating to Part 3 of the Children and Families Act 2014. The Equality Act sets out the legal obligations post-16 institutions have towards disabled young people. The college will not directly or indirectly discriminate against, harass or victimise disabled young people and will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers.
- 1.2 A young person has a special educational need or disability (SEND) if they:
- have a significantly greater difficulty in learning than the majority of others of the same age, or
  - have a disability which prevents or hinders them from making use of facilities of a kind generally provided for other, or
  - have a disability or health condition, which requires special educational provision to be made.
- 1.3 The college has a culture of high expectations that expects those working with young people with SEND to enable them to develop, learn, participate and achieve the best possible outcomes, whether that is through quality first teaching in terms of high-quality everyday personalised teaching and through reasonable adjustments for a disabled young person or special educational provision for a young person with SEN. □
- 1.4 Provision for each student with SEND will be carefully managed following the graduated response of 'Assess, Plan, Do, Review' process.
- 1.5 All teachers are teachers of SEND students. Teaching and supporting students with SEND is therefore a whole college responsibility, requiring an inclusive response, in the spirit of the college's core values. Some students' needs can be met through high quality differentiated quality first teaching and learning and may not require any additional learning support (ALS).
- 1.6 Some students may only require monitoring by the Additional Learning Support (ALS) team, with minimum levels of support and/or reasonable adjustments in terms of exam access arrangements. Other students may require more specialised, regular support, either in-class or out-of-class

support, in order to meet their needs.

- 1.7 Throughout the planning and provision of support, the young person and their parent(s)/carer(s) will be provided with information to enable them to be fully involved in all decisions. An advocate may be involved, where necessary, to provide information, guidance and to support the student in their decision-making process or on-going support.

## **2. Admissions and transition**

- 2.1 Blackpool Sixth is committed to welcoming all students who meet the published entry requirements. It is recognised that some applicants, due to exceptional circumstance, may not have the opportunity to undertake GCSE exams in the standard way and consequently may not be expected to achieve the minimum entry requirements for either a level 2 or level 3 programme of study. The process for dealing with exceptional enrolments is outlined in Exceptional Enrolment Protocol.
- 2.2 The college will provide clear, comprehensive, accessible and up-to-date information about the provision available to support young people with special educational needs and/or disabilities. This information will be available to young people and their families on the college website and through the local authorities local offer.
- 2.3 Young people will receive confidential and impartial information, advice and guidance to support them in making decisions about their programme of study, support needs and the outcomes they wish to achieve.
- 2.4 All applicants will have the opportunities before enrolment, at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition. If a student makes a declaration the ALS Administrator (or an other member of the ALS team) will make contact with the student and their parent(s)/carer(s) to assess how their support needs will be met. Any further assessments will be differentiated and proportionate to the likely level of SEND.
- 2.5 The college has an information sharing agreement with partner high schools, so that we can be best prepared to meet each student's individual needs and ensure a successful transition into college life.
- 2.6 During the admissions process, a key member of the ALS team with responsibility for transition will liaise with local authorities, health and social

care professionals to make sure that needs of students are effectively identified and supported. □

2.7 A 'tell us once' approach is used throughout the admission process so that families and young people do not have to repeat the same information unnecessarily.

2.8 Blackpool Sixth provides information, advice and guidance to support all students to access appropriate study programmes and make well-informed choices which lead to positive progression. Students with SEND will be provided with additional support as required, such as;

- ALS key worker assigned to support with transition
- Support from a member of the ALS team at interview
- Support during subject taster sessions
- Support during New Student Day
- Transition visits
- Bespoke transition activities
- An individual enrolment meeting with a member of ALS team to ensure right study programme and support is in place

### **3. Assessing what support is needed**

3.1 Where a student is identified as having SEND, the ALS Administrator will bring together all the relevant information from the school, from the student, from parent(s)/carer(s), from those working with the student and from any screening test or assessment that has been carried out.

3.2 A planning meeting will be held with the student and a member of the ALS team to discuss the student's aspirations for the future, the evidence of need and to agree the nature of the support, the expected outcomes of the support and a date for reviewing the support.

3.3 Plans will be developed with the student, who may be accompanied to the planning meeting by a parent(s)/carer(s), an advocate or other supporter. The support and intervention will be selected to meet the student's needs and aspirations. Support will be aimed at promoting student independence and enabling the student to make good progress towards employment and/or higher education, independent living, good health and participating in the community. Examples of support include;

- Allocation of an ALS Key Worker to monitor progress
- Assistive technology ☐
- Specialist tuition ☐
- Note taker ☐
- Interpreter☐
- One-to-one and small group learning support ☐
- Health care plan and/or Personal Emergency Evacuation Plan (PEEP)
- Independent living support ☐
- Accessible information such as symbol based materials ☐
- Fitness to study/Maintaining Learning Contracts
- Access to therapies (for example, counselling, speech and language therapy)  
☐

3.4 All students complete initial screening during induction to identify possible SEN. Further assessments to identify a possible SEN can be provided, but are not available on demand. ALS Tutors will determine when these are required and the type of assessment that is needed in order to make informed decisions about appropriate support.

3.5 Some needs may emerge after a student has started college. ☐Students who fall behind in their studies will have their needs identified by teachers and pastoral mentors and appropriate support provided. It should not be assumed that they have SEND just because they have lower attainment than the majority of their peers.

3.6 Teachers and/or pastoral mentors who suspect a student may be having difficulty because of a potential SEND will refer to the ALS team via email (learning.alert). Members of the ALS team will then work with the student, teachers and other staff to assess the need and agree support.

#### **4. Exam Access Arrangements**

4.1 The ALS assessment team has responsibility for assessing students' eligibility for exam access arrangements where a concern has been identified or raised. This may be informed by the literacy screening, normal way of working, history of need and evidence of relevant long-term and persistent needs, as well as information on Personal Emergency Evacuation Plans (PEEPs) which would lead to students being at a substantial disadvantage were arrangements not put in place. Further assessment and other profiling systems are used to provide further evidence where required. This may include referrals are made for educational psychologist assessments and other external professionals, where appropriate. See Exams Policy for further

details.

## **5. Recording and reviewing support** □

- 5.1 Colleges keeps an up-to-date record of support to inform discussions with a student about their progress and support. This includes accurate information to evidence the SEN support that has been provided over a student's time in college and its effectiveness.
- 5.2 All students supported by the ALS team will have their progress and support reviewed at least 3 times per year. ALS Key Workers and students will meet to conduct the review which will consider the student's progress and any changes to the student's own aspirations, which may lead to changes in the type and level of support.
- 5.3 Where a student has an EHCP plan and/or a has support from the local authority's high needs funding, the college will co-operate fully with the local authority to review the plan as a minimum every twelve months, including a review of the student's support. Prior to a review, information will be gathered from students, parents/carers and from professionals about the student's progress and then circulated to everyone invited to the review at least two weeks before the review meeting. Following the review, a report of the meeting will be sent to everyone invited within two weeks of the meeting.

## **6. Preparing for adulthood**

- 6.1 The college prepares all students to achieve successful long-term outcomes in adult life. Staff at college will work with students with SEND to raise their career aspirations and broaden their employment horizons. A wide range of approaches will be used, such as taster opportunities, open day visits, work experience, mentoring, use of role models and inspiring speakers.  
□
- 6.2 The ALS team, working together with pastoral mentors, teachers, careers advisors and other professionals will help students with SEND realise their ambitions in relation to:
- higher education, employment with training and/or self-employment
  - independent living – enabling people to have choice and control over their lives and the support they receive
  - participating in society – including having friends and supportive

relationships, and participating in, and contributing to, the local community ☐

- being as healthy as possible in adult life ☐

6.3 Each review will identify the support the student needs to achieve these aspirations to best prepare them for adult life. This will include the education and training needed to develop skills which will prepare students for work, such as communication, social skills, using assistive technology or independent travel training. ☐

6.4 Staff at college will work with other agencies such as social care, health services or other specialists for help or advice on the best way to support a student with SEND to realise their ambitions and prepare for adulthood.

6.5 ALS key workers will ensure all students are aware of the support available to them in higher education, employment with training and/or self-employment. This will include details of the Disabled Students Allowance (DSA) and how to claim it.

## **7. Improving practice and staff training**

7.1 The Head of Student Support, working with a team of ALS Tutors, will work with curriculum and support teams across college to ensure that all staff have a good level of knowledge across all staff of different types of SEND. This will be achieved through the college's staff CPD programme, including annual refresher training.

7.2 Curriculum and support staff at college should contact the Head of Student Support or the Second in Department Additional Support if they need help in identifying a student's SEND, are concerned about their progress or need further advice.

## **8. Monitoring provision**

8.1 The Head of Student Support is responsible for the monitoring and evaluation of the effectiveness of the college's SEND provision. This is achieved by:

- Observation as part of the college's Sharing and Observation Week (ShOW) process
- Termly audit of support records and reviews

- Weekly attendance report
- Termly review of progress of SEND groups using predicted grade data
- Student questionnaire
- Student focus groups
- Staff survey
- Annual self assessment report (SAR)
- Annual SEND report

## **9.Other Related Policies**

Admissions and Marketing Policy

Equality and Diversity Policy

Exams Policy

Exceptional Enrolments Policy

Fitness to Study Policy

Teaching, Learning and Assessment Policy

## **Appendix 1: Protocol for teaching students with neuro-diverse conditions**

**Context:** Blackpool Sixth has gained the Dyslexia Friendly College Quality Mark. This means that all students should be able to expect a certain level of accommodation in all classes and all courses. This protocol is to be used for teaching students with neuro-diversity, including Dyslexia, Dyspraxia, Autistic Spectrum and ADHD.

All new staff are asked to read this protocol and ask for support to develop skills as necessary to ensure they are able to undertake the requirements below.

A number of resources are available for staff to consider how to provide accommodation for their students.

- Neuro-diversity bookmark (*a gift from Additional Support to you – a summary checklist for lesson planning.*)
- “Hidden disabilities” – *information on conditions in Google*
- Neuro-diversity related library books and websites.
- Dyslexia Friendly Marking Protocol

### **How do we know who is Dyslexic/ Neuro-diverse?**

- The Additional Support team are alerted about potential students with additional needs, including Dyslexia, by the high schools (year 10 transitional and year 11 end reviews).
- Other students contact us individually (for example at open evenings) and identify issues they are aware of, to be followed up.
- The induction screening process at college identifies students who need further diagnostic assessments by our dyslexia tutors.
- Teachers’ induction screening activities may alert them to an issue which they then refer to Additional Support.
- EMRIS

### **Know your students:**

Teachers are also asked to ensure they are aware of the details available through EMRIS, in particular information included in the one page profile if one is in place for an individual student as well as the initial literacy screening scores for their groups. Ask at the Focus Centre for an update, if you are not sure of how to gain or deal with the information provided.

It is expected that if identified students are not making reasonable progress, the Additional Support team is contacted and considerations made of how to improve the learning situation for these students.

It is expected that all staff who are concerned about any student's **ability to learn** will send an alert, with information, to [learning.alert@blackpoolsixth.ac.uk](mailto:learning.alert@blackpoolsixth.ac.uk)

**The protocol will be reviewed annually, through the self-assessment process.**

**A) All texts to be encountered conform to the College document guidelines:**

1. Font is sans serif – eg Arial, Comic Sans, Verdana, Tahoma, Century Gothic and Trebuchet.
2. Blocked capitals are avoided.
3. 1.5 line spacing is used.
4. Photocopies are clean and clear.
5. Text is grouped into preferably a maximum of five lines per paragraph, clearly separated. There are frequent subheadings and they are in bold.
6. Diagrams and illustrations are used to provide the same information as the text as often as possible. The diagrams are near the relevant text.
7. **All texts to be read are available for students to read ahead of time.**
8. All textual communication is a model of correct practice; not colloquial or littered with exclamation marks etc.
9. Readers are able to easily organise provided texts onto different coloured backgrounds.
10. Colour coding is used, as relevant, to help students' organisation

**B) Room Arrangements Consideration for all students**

Care is taken so that students can:

1. See and hear the teacher clearly
2. Work with their peers
3. Work quietly
4. Display their understanding through a range of styles eg presentation, posters, speech, audio recording, film, hot seating, bullet points and mind maps.
5. Experiment with tinted paper, coloured overlays or different coloured screens.
6. Time is provided during the lesson to recap and reflect on learning points.
7. Coloured board pens are used to add clarity – colours agreed with students.
8. Students are aware of when they can discreetly discuss their issues, needs and difficulties with the teacher.

### **C) Respect for Individuality**

1. Students are consulted about how they believe they best learn.
2. Students' individual learning preferences such as VAK (Visual, Auditory or Kinaesthetic) of students are known and considered in preparation of lessons.
3. Learning sessions harness students' individual styles and challenge the students to experiment with other styles.
4. Visual, auditory and kinaesthetic elements are included in most lessons to encourage students to explore different ways of learning and engage in the lesson content.
5. Teachers are aware of their own learning preferences and work to ensure this does not dominate the learning experiences of the classes taught.
6. Consideration is given to underpinning reasons for any lack of compliance with the principle that a student would excel if he/she was able to.
7. The lesson atmosphere is such that students are made to feel comfortable to ask questions.
8. students are given the choice to read aloud to the class, or write on the board in front of the class.
9. Every member of the class is shown that their learning development is valued through all being praised or rewarded for improvement, at some point over time.
10. Teachers take care to develop an atmosphere of respect for each person's strengths and weaknesses in the class.
11. Teachers regularly use Control Centre facilities to monitor the holistic learning experience of the students in their classes.
12. During Kagan like activities, class members are carefully selected to carry out certain activities, to encourage all students who may feel threatened to feel comfortable in class.
13. Students are given the opportunity to show knowledge through alternative modes of presentation.
14. The students' exam arrangements are provided for in all tests carried out. (Or marked with consideration about the extra time not being available)

### **Classroom Ethos**

1. Teachers endeavor not to use a loud, raised voice, which reduces thinking opportunities.
2. Students are provided with appropriate thinking time during lessons.
3. Students', parents' and colleagues' concerns over literacy issues are followed up by consultation with relevant personnel.
4. Collaboration takes place with the dyslexia team, as relevant, to develop learning activities relevant to identified students.

5. The assessment for learning mostly considers subject (exam) related skills, which are not skewed by weak literacy skills; to ensure that students feel their subject understanding is respected.
6. In exam preparation, the % of marks which would be lost for incorrect spellings is identified.
7. Teachers take care to comment constructively about content and creativity when marking essay type assessments.

### **E) Learning Activities**

1. Links are made to previous learning when introducing new concepts and techniques.
2. The Scheme of Work is annotated to show differentiation for each class. ie comments are written in the margin to identify that some students benefitted from eg visual cues and therefore a note is made to include more visual cues to a future lesson
3. Teachers whole class input is generally restricted to small chunks, each of around 10 minutes.
4. Instructions are written within sight of all students.
5. Task requirements are clear and unambiguous.
6. Students are not embarrassed or worried about asking for explanations several times over, to aid their comprehension of tasks.
7. The timescale of any actions required is clearly stated, with extra time provided for those with an allowance.
8. Exemplar work is provided to enable students to identify how much and what sort of work to produce.
9. Marking criteria are clearly stated.
10. Task requirements are written in plain English.
11. Technological alternatives to board copying are nearly always used eg ipad/ smart phone capture, delivery via email or smart board capture.
12. Visual, Auditory and Kinaesthetic activities are used to provide and check on learning and understanding. (eg diagrams, illustrations, lists, bullet points, posters, recordings, films or group presentations)
13. Colour coding is used to help students' organisation, as relevant, eg different units on different colours or different key words which fit with different themes.

## Appendix 2: Disclosure Protocol

This document has been written to inform staff, students and visitors about the college's commitment to protecting students' information.

The Disclosure Protocol fits within the Blackpool Sixth Safeguarding Policy, which should be referred to whenever a student or other young person is considered at risk of harm.

The care and well being of all young people in college is of paramount importance. If a student has something they needs to talk to someone about, they could choose to talk to any of the following people:

- A Pastoral Mentor
- A teacher
- College Counsellor ([counselling.alert@blackpoolsixth.ac.uk](mailto:counselling.alert@blackpoolsixth.ac.uk))
- Additional Support staff ([learning.alert@blackpoolsixth.ac.uk](mailto:learning.alert@blackpoolsixth.ac.uk))
- Welfare staff ([welfare.alert@blackpoolsixth.ac.uk](mailto:welfare.alert@blackpoolsixth.ac.uk))
- Any other member of staff

The college's Disclosure Protocol scaffolds the negotiation about the level of disclosure to be agreed. Disclosure Forms are available from the Focus Centre and on Google Drive.

The student's decision about the level of disclosure is to be respected, unless the information is covered by the college's Safeguarding and Child Protection Policy.

**Students must be made aware, from the outset, that the college's Safeguarding and Child Protection Policy identifies that staff must share disclosed information with the designated member of staff for safeguarding if:**

- **in their judgement there is, or could be, a risk of harm to the student or to others**
- **there is a suspicion that a crime has been, or is about to be, committed**
- **there is a clear breach of college rules**
- **the member of staff needs help to advise the student with how to deal with their issues.**

If any point above is the case, staff must let the student know that it is necessary for this information to be reported to a member of the safeguarding team and follow the procedures in the Safeguarding and Child Protection Policy.

## **Explanation of the levels of disclosure to help staff and students fill in the disclosure form.**

It is good practice for all staff to read Spotlight comments and any additional needs information (under the grey tag symbol on EMRIS) at the outset, as a matter of course when dealing with students. The better informed the listener, the more effective and appropriate the guidance. The Spotlight screen is accessed via EMRIS by clicking on the magnifying glass symbol, underneath the student's photograph.

Staff should identify the condition or circumstances disclosed, in the first box at the top of the form, complete both sides of the form and then return it to the Additional Learning Support (ALS) Administrator, who will then update the student file in the Special Needs Centre area of FileMaker.

### **1. Open Access**

All staff have access to the student information via EMRIS. Open access permits staff to discuss the disclosed issue(s) with parents/carers, other students (where relevant/necessary) and outside agencies.

### **2. 'Need to Know' Basis**

All staff have access to the student information via EMRIS. It is necessary to identify whether or not this information can be discussed with parents. (Young people who are sixteen and who are considered to be academically competent are allowed, by law, to make decisions about themselves, including making decisions that their parents should not be involved.)

### **3. Limited Access**

This category is rarely invoked and should not be encouraged. The member of staff the student discloses to should inform the named people in a confidential email or by other confidential means. A confidential note should be made on Special Needs Centre (SNC), through the ALS Administrator, to identify that you have taken confidential information and that it is stored in the student's file. A note will be added to EMRIS saying that confidential information has been disclosed and to contact ALS Administrator with any concerns.

If you as the member of staff are holding information you have agreed to disclose to only named people, you should, for your own protection, document this information on the form and place it in a sealed envelope. Sign across the seal to prevent tampering. Add the names of the staff who can access the information on the envelope. Hand the envelope to the ALS Administrator who will add note to SNC saying confidential information disclosed and list of the named staff. The agreement will be stored in the student's college file. The discloser and the student will negotiate a time by which the agreement will be reviewed.

### **4. No Access**

Only the discloser has access to the information.

“It is necessary for you to understand that confidentiality **must** be broken if there is a danger that you might harm yourself or someone else, or that you are at serious risk. If it is felt necessary to tell someone some information, it will not be done without letting you know first, and I will encourage you to reveal the relevant information for yourself.”

If the disclosee has agreed not to pass on disclosed information, he/she should, for their own protection:

- document the information
- place in a sealed envelope and sign across the seal to prevent tampering
- arrange for the agreement to be stored in the student’s college file.

The disclosee and the student will negotiate a time by which the agreement will be reviewed.

A confidential note will be made on the student database, by the ALS Administrator, to identify that confidential information has been taken, and stored in the student’s file.

**Should any issue arise which does not seem to be covered by this strategy, please discuss with the Head of Student Support or a member of the safeguarding team.**



Data Input   
SG

## Disclosure Form/Agreement

Name: \_\_\_\_\_ Roll No: \_\_\_\_\_ Q/L/U \_\_\_\_\_

1. **Open Access**

All teachers, parents, relevant students and outside agencies have access to the information. This would be in the best interests of students with life-threatening medical needs. Relevant details would be stored on the student database.

2. **Need to Know Basis**

The named person (member of staff) is given the permission to decide who should be told relevant information, and to inform them.

3. **Limited Access**

You, the student, consent to only the below named people being told your information. This could create problems when you encounter staff who have not been told.

**Names List:**

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4. **No Access**

Only the person you have disclosed the information to has access to the knowledge. This could create problems when dealing with members of staff. It would mean limited additional support or exam provision and may affect the quality of medical provision. This level of disclosure is not recommended.

*Although College honours the need for confidentiality, the member of staff may disclose confidential information if he/she:*

- *believes you or another student may be at risk of being harmed*
- *realises there is a clear breach of College rules*
- *thinks there is evidence of significant harm*

*It is often in your own interest for information about your needs to be shared with relevant people. Please be assured that the information will be shared in a sensitive way.*

Signed: \_\_\_\_\_  
(Student)

Date: \_\_\_\_\_

Agreed: \_\_\_\_\_ (Staff) Name: \_\_\_\_\_ (Staff)

(PTO)

1) Condition/Learning Difficulty/Disability/Issue:

Details:

Open Access    Need to Know    Limited    No Access

Can your parents/guardians be involved? Yes/No

Is this your primary learning difficulty, medical condition or disability?  
(Please ensure student also considers previously disclosed conditions)

2) Condition/Learning Difficulty/Disability/Issue:

Details:

Open Access    Need to Know    Limited    No Access

Can your parents/guardians be involved? Yes/No

Is this your primary learning difficulty, medical condition or disability?  
(Please ensure student also considers previously disclosed conditions)