

Brampton College Special Educational Needs and Disabilities (SEND) Policy

This policy is drafted in accordance with the requirements of the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice (0-25 years) January 2015.

This policy explains how Brampton College makes provision for pupils with SEND, in line with the College ethos and with current legislative requirements (SEND Code of Practice (0-25) 2015, Equality Act 2010). Brampton College is a co-educational sixth form college for young people aged 15 years and above.

Our aim

Our aim is to help each individual student succeed in their aspirations which is achieved by an emphasis on personalised support and mentoring.

At Brampton College we understand that there are many reasons why the achievement of any one student can be adversely affected and thereby prevent that individual from achieving their full potential. Therefore, it is important that there is a partnership between the student, parents/guardians and the College.

We understand that young people often have a lot of knowledge about their own needs, and about the sort of help they would like therefore we will involve them in decisions where it is feasible to do so. We encourage students to take responsibility in order to become more independent and to help them make the most of their education, for example students can make an appointment with the College's Educational Psychologist to discuss their own learning concerns.

Parents/guardians are included in any decisions when learning support provision is being made for their child. The College regards liaison with parents/guardians as very important; it recognises that parents/guardians play a key role in enabling challenged students to achieve their potential. We acknowledge that parents/guardians often hold key information about their child, and that usually they have a lot of experience dealing with their child.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 requires independent schools to "have regard to the Code of Practice." This means that whenever we are taking decisions we must consider what the Code says; we cannot ignore it. We must be able to demonstrate, in arrangements for young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code. The information in this policy is updated annually and any changes occurring during the year are updated as soon as possible. Under the Equality Act (2010) the College has a statutory duty not to discriminate against disabled young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

Many children and young people who have SEN may 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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, we are required to also have regard to statutory guidance regarding supporting students with medical conditions (DfE 2015).

Student admissions

In enrolling students to the College, we aim to:

- admit, and maintain, a balance of female and male students;
- admit young people regardless of their race; religion or belief; gender; sexual orientation.

Brampton College’s aim is to provide its students with 'the best preparation for life'. In the light of this, admission to Brampton College depends upon a prospective student meeting the academic criteria of the College to maintain the educational and general standards for all its students commensurate with the ethos to which the College aspires.

The College must also feel confident that it will be able to educate and develop the prospective student to the best of his or her potential and in line with the general standards achieved by the student’s peers, so that there is every chance that the student will have a complete, happy and successful career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the student’s time at the College.

The College’s policy is to apply these criteria to all students and prospective students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled student or potential student at a substantial disadvantage compared with any student who is not disadvantaged because of his or her disability. The College asks parents/guardians to provide information concerning any disability or special needs prior to accepting a place. Providing the College with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make. In assessing any student or prospective student, the College may take such advice and require such assessments as it regards appropriate. Subject to this, the College will be sensitive to any requests for confidentiality. Parents/guardians of disabled young people are also offered the opportunity to discuss their son or daughter’s needs with the Principal and Learning Support Coordinator. Arrangements can be made for discussions between the student’s teachers and the parents/guardians, prior to entry, to establish clear procedures. In addition, arrangements can be made for discussion with the College prior to entry, to ensure that the College has the correct medical supplies and any necessary training.

Identification and assessment of SEND initial assessment and referral

Students who join the College with a known difficulty must provide a current (within two years) Educational Psychologist's report. Subject teachers who recognise a student is having difficulty with their learning will discuss this with their Personal tutor and the Learning Support Coordinator. Subject teachers make regular assessments of progress for all students which is one of the ways of identifying students who are making less than expected progress given their age and individual circumstances. Several formative and summative assessment tools provide useful information, when considering learning difficulties.

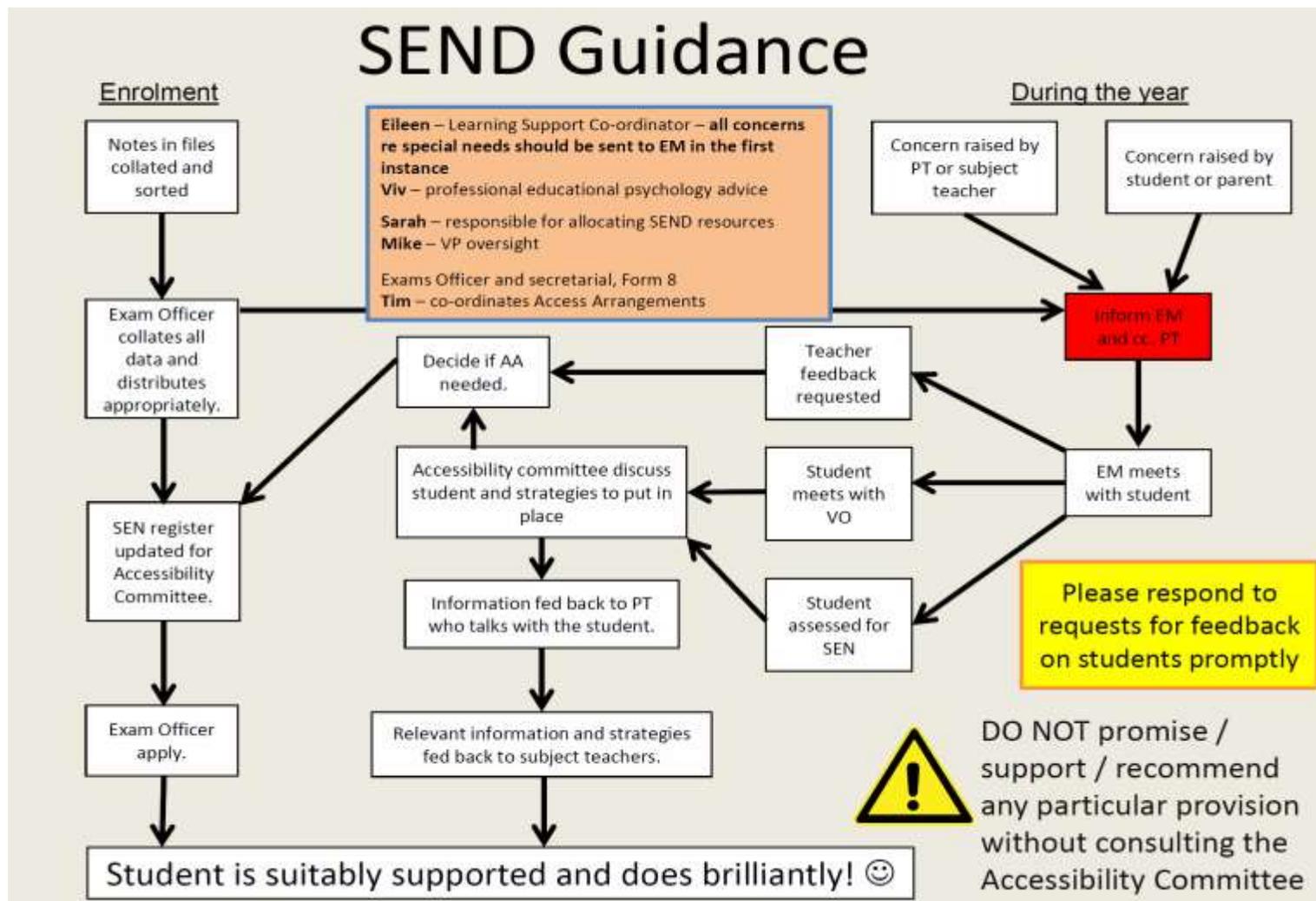
Progress can be characterised by that which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the student's previous rate of progress;
- fails to close the attainment gap between the student and their peers;
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs to make a successful transition to adult life. A parent/guardian who is concerned about their son or daughter's progress are advised to speak to the Personal Tutor, who will refer the concern to the appropriate Team Leader and Learning Support Coordinator. Parents/guardians may also speak directly to the Learning Support Coordinator, who will liaise with teaching staff. Furthermore, students are encouraged to discuss with staff, any difficulties they might be experiencing. Their concerns will be shared with Personal Tutors, Team Leaders and the Learning Support Coordinator.

Provision

Brampton College adopts a graduated response to match provision to individual student need:



Record keeping and monitoring

The College has a Learning Support register which is maintained and monitored by the Learning Support Coordinator. The Learning Support Coordinator will liaise closely with the Senior Leadership Team and the Access Arrangements committee to ensure that students are best supported.

The College will provide teachers with information about any condition which is on the Learning Support register, either in writing or in short staff meetings with the Educational Psychologist or Learning Support Coordinator. The teachers will be given advice on strategies to help more effectively the students with additional learning needs. This advice will be updated when there are significant changes and staff meetings and CPD will support this advice.

Data will be managed in accordance with the requirements of the General Data Protection Regulation (“GDPR”) which came into effect on 25 May 2018.

Working with external partners

The College has the support of an independent Educational Psychologist who will have 1:1 and small group sessions to support students’ learning needs. If parents/guardians instruct an external Educational Psychologist, then the College will contact them to discuss Access Arrangements if appropriate. Furthermore, the College works with an external organisation who is highly experienced at delivering student wellbeing sessions. The College ensures that any external professionals who work with our students are appropriately qualified and experienced.

Education, Health and Care plans (EHCPs)

Students with more complex educational needs will receive support through their EHCP. The College will liaise closely with the local authority as well as the student and parents/guardians to ensure that the plan is well suited to give the individual the best opportunity to thrive in the College.

Students with medical conditions

The College recognises that not all children with medical conditions will have a disability and not all will have special educational needs. Students with long-term and complex medical conditions may require on-going support, medicines or care while at College to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. Student’s health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences.

In supporting students with medical conditions, the College establishes relationships with relevant local health services, and will receive and fully consider advice from healthcare professionals, as well as listening to and valuing the views of parents/guardians and students themselves. The social and emotional implications associated with medical conditions are handled sensitively by the College. We recognise that students may be self-conscious about their condition, some may be vulnerable to bullying or develop emotional disorders such as anxiety or depression around their medical condition.

Short term and frequent absences, including those for appointments connected with a student’s medical condition, are also managed on a case-by-case basis, being dependent on the frequency of the

absences. Limiting the impact on the student's educational attainment and emotional and general wellbeing is important. For certain medical conditions, when the student undertakes activities of a sporting or extra-curricular nature and if they go on College trips, risk assessments will be undertaken to ensure that all activities are appropriate and adequately supported. These will involve parents/guardians and students, where necessary. Our aim is that all the activities we provide are as inclusive as possible.

Staff training in SEND

The Learning Support Coordinator will work actively with our Educational Psychologist, to provide regular advice, support or training for all teaching staff, in relation to SEND issues. All members of staff who teach students with specific learning difficulties will have opportunities to receive further CPD when appropriate courses are identified. Our Educational Psychologist will provide information to staff by summarising the useful information in the students' Assess, Plan, Do and Review (APDR) tables.

Health and safety

The College will ensure all students, including students with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other health and safety issues within the College which affect them. If a student needs particular support to evacuate the building in the case of a fire, for example, then this needs to be identified and discussed with the student during the induction period.

Complaints

The College takes complaints very seriously and will follow the procedure as set out in the Complaints policy which is available on the website or can be requested from the College's main office.

Related policies

Safeguarding

Behaviour

Bullying

First Aid

Curriculum

Admissions

Complaints