

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 (last update April 2020).

This policy explains how Brampton College, a co-educational sixth form college for young people aged 15 years and above, makes provision for students with SEND, in line with the College ethos and with current legislative requirements. The Special Educational Needs and Disability Code of Practice (0-25 years) 2015, updated April 2020 requires independent schools to “have regard to the Code of Practice.” 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. In addition, we are required to also have regard to statutory guidance regarding supporting students with medical conditions (DfE 2015).

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 to become more independent and to help them make the most of their education. For example, students can request an appointment with the Head of Learning Support, SENCo or Head of Year to discuss their own learning concerns. We also acknowledge the guidance in KCSIE Sept 2024 to the effect that students with SEN are statistically more likely to be the victims of bullying and peer-on-peer abuse and we strive to ensure that staff are alert to such dangers and act immediately upon any concerns.

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 and so are included in any decisions when any assessment of needs and consequently additional provision is being proposed for their child.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 (updated April 2020) 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 most 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 physical conditions such as asthma, diabetes, epilepsy and cancer. Increasingly it also covers young people with diagnosed mental health conditions too. 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.

Student admissions

One of Brampton College’s core aims is to *deliver an exceptional education that has a transformative impact on the lives of our students*. Through doing this, we aim to provide its students with the best possible preparation for life beyond Brampton. Therefore, in enrolling students to the College, we aim to admit young people regardless of their race, religion or belief, gender, sexual orientation or any other of the protected characteristics including disability.

The College’s policy is to apply its entry 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 child’s needs with the senior staff. 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, has made reasonable adjustments, and that staff have undertaken any necessary training.

Non-disclosure

Parents and students are asked on enrolment to make the College aware of any learning needs, disability, mental health issue or any other relevant diagnosis or concern in relation to SEND and particularly if the need may require us to make adjustments, including, but not limited to, awarding access arrangements in examinations. This is to help us ensure that, as far as we are able, the needs of the student can be met at Brampton. If parents or students do not make this disclosure, and a need is revealed to us after the student has enrolled, while every effort will be made to provide all adjustments necessary, there may be a limit to what we are able to provide, particularly once term has begun or the deadline for applications made for access arrangements by JCQ and CIE has passed. In such circumstances, we may ask parents for a financial contribution to the provision of any adjustment to help us meet the need of the student concerned. If we are not able to reasonably provide an

adjustment, we may require the student to leave the college to join another where his or her needs are more easily met, and we will offer any assistance we can to facilitate this.

Several students at Brampton require an 'access arrangement' (AA) to be able to participate in our curriculum, including during examinations. Such arrangements may include 25% extra time in exams, supervised rest breaks or use of a word processor.

We aim to ensure that all students have the AA they are entitled to, but parents are reminded that this is an assessment and evidence-based arrangement. A diagnosis of a disability or previous qualification for an access arrangement is not sufficient evidence for an arrangement to be given at Brampton. See page 4 of this policy for further details.

Identification and assessment of SEND initial assessment and referral

Students who join the College with a known difficulty must provide up to date reports from a relevant professional such as an Educational Psychologist or medical specialist consultant. Where such records may be held by the student's previous institution, we may ask them to sign a disclosure request to the former institution to pass on any such relevant records. Subject teachers who recognise a student is having difficulty with their learning will discuss this with the student's Personal Tutor, Head of Year and the SENCO.

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. It may be evident for example that a student:

- is significantly slower at working or processing than their peers starting from the same baseline;
- fails to match or better their previous rate of progress;
- fails to close the attainment gap between themselves and their peers;
- widens the attainment gap;
- requires more time than their peers to complete tasks;
- requires short breaks during lessons or while working on tasks in order to maintain focus or to complete the tasks to the expected standard

It can include progress in areas other than academic 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 child's progress are advised to speak to the Personal Tutor, who will refer the concern to the appropriate colleagues. Parents/guardians may also speak directly to the Head of Learning Support, SENCO or appropriate Head of Year, who will liaise with teaching staff. Furthermore, students are encouraged to discuss with staff, any difficulties they might be experiencing.

Provision

Brampton College adopts a graduated response to match provision to individual student needs. When a concern is identified, the Head of Learning Support or SENCO will be notified, and feedback collated from all subject teachers and the Personal Tutor. The Head of Learning Support will discuss

with the student and decide on appropriate action. If an assessment is recommended, based on the individual circumstances, parents/guardians will be notified, and feedback provided. This may include further consultation with the Educational Psychologist. Strategies for support and additional provision will be put in place to meet the needs of the student; provision could include one or more of the following - differentiation of resources in the classroom, one-to-one or small group study skills support, exam access arrangements, or other appropriate measures. The success of provision will be reviewed regularly based on teacher feedback and observations, student recognition of their own progress from target setting, and in-class assessments. Where difficulties continue, the plan for provision will be evaluated and further support measures offered, before being reviewed again.

Where the college does not have any evidence of need, we would not carry out an assessment. Parents or students who believe they should nevertheless have an assessment, should seek advice should be sought from the SENCo as to whether an assessment is required. A charge may be made for such an assessment.

The following provision is currently available to all students attending the College and will be offered based on the student's individual needs:

- Differentiation of class resources and delivery
- Increased subject tutorial sessions
- One-to-one or small group study skills support with the Head of Learning Support, SENCO and/or the Educational Psychologist
- Consultations with the Educational Psychologist
- One-to-one counselling
- Exam access arrangements (subject to assessment and evidence)

Evidence of need for access arrangements in examinations

Where students have SEND, a learning need or require an adjustment to be made in order for them to be able to access their examinations, the examination boards, overseen by JCQ (Joint Council for Qualifications) allow students to apply for the award of 'access arrangements' (AA). We ask parents and students to be aware of the following:

- A diagnosis or letter confirming diagnosis and/or symptoms is not sufficient evidence in itself for the award of an AA
- Any AA must be awarded in line with a students' normal way of working. This means how they work in their day-to-day life and studies for example in class and when completing homework
- We are required to reassess every student for AA, even if they had an arrangement in their previous school
- The assessment process is ongoing, and arrangements can vary and change throughout a student's course of study
- JCQ will not accept 'recommendations' regarding AA from a health care professional as evidence of need where there is no additional evidence of that need provided by the college

Record keeping and monitoring

When students first enrol, their needs are summarised in the College's MIS using the categorisation outlined in the table below. Relevant information is reviewed by the Head of Learning Support and/or SLT and the Accessibility Committee and disseminated to teaching staff as appropriate. The LMP tags are mapped to the four areas of need identified in the DfE SEND Code of Practice as follows:

Learning (L)	Medical (M)	Personal / Psychological (P)
Cognition and learning (L)	Sensory and/or physical needs (M)	
Specific Learning Difficulties (dyslexia, dysgraphia, dyscalculia)	Anaphylaxis	
Dyspraxia	Allergies	
Slow processing	Asthma	
Poor handwriting	Diabetes	
	Epileptic	
	Disease (see notes)	
	Vision impairment	
	Hearing impairment	
	Hidden disabilities	
	Physical disability	
	Hypermobility	
	Social, emotional and mental health difficulties (M and/or P)	
		Family breakdown
		Foster Care
		Adoption
		Bullying
		Traumatic Experience
		Carer
		Transgender
		Historic Abuse
	Depression	
	Anxiety	
	Self harming	
	Substance abuse	

	Other additions
	Eating disorders
Communication and interaction (L and / or M)	
ASD	
Autism	
Asperger's Syndrome	
ADD / ADHD	
	Speech impairment

The College has an SEN register which is maintained and monitored by the Head of Learning Support. The Head of Learning Support will liaise closely with the Senior Leadership Team to ensure that students included on the register are supported appropriately.

The College will provide teachers with information about any condition which is on the SEN register, either in writing using the SEN section available on the College Portal, and/or in short staff meetings with the Head of Learning Support and SENCO. 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. The Head of Learning Support maintains records and follows the SEN Graduated Approach 'Assess, Plan, Do Review'.

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

Reviewing progress

Students with an identified SEN are monitored by all teachers and staff and referred to Learning Support when a concern is identified. Concerns may include, but are not limited to, issues with punctuality, homework completion, distractibility, organisation, progress and exam performance. After a student is identified as struggling in one or more of these areas, they are offered one-to-one targeted support. The progress of all students is reviewed termly, and those not making expected progress are highlighted in meetings with the Head of Year, HOLS, SENCO and SLT. During these reviews additional support may be recommended, and/or existing support evaluated and new strategies put in place. This structure follows the SEN Graduated Approach of 'Assess, Plan, Do, Review'.

Progress is identified through several means, including formal class testing and grading, teacher observations and feedback, the views of the individual student (recorded by HOLS, SENCO or other support staff), or observations and feedback from HOLS, SENCO and support staff. When a student is seen to be making expected progress, support may be discontinued or changed to a drop-in basis. When a student continues to make below expected progress, despite interventions, this is discussed and evaluated in the termly review meetings, and adapted as needed. In some cases, additional or external support may be recommended (e.g. from the Educational Psychologist). Detailed observations are gathered and recorded using a teacher feedback record sheet on Google Docs, and all actions and updates to support are logged on the Portal under SEN Notes on the student's profile.

Working with external partners

The College has the support of an independent Educational Psychologist and an independent Psychotherapist who have 1:1 and small group sessions to support students' needs. If parents/guardians instruct an external Educational Psychologist, then the College will contact them to discuss exam access arrangements if appropriate. This liaison must occur before any assessments are carried out to meet our obligations under the Joint Council for Qualifications (JCQ) regulations. Furthermore, the College works with an expanding range of other external organisations and individual professionals across a wide range of specific support disciplines. The College ensures that any external professionals who work onsite 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, who retains legal and financial responsibility for ensuring that the provision specified in the child's EHCP is made, 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.

The EHCPs of all pupils, whether placed by parents or the Local Authority (LA), are reviewed annually and, whilst the responsibility of the LA, the College will prompt the LA if necessary to ensure the review occurs. The College will offer to host the review meeting with the student, parents/guardians and relevant professionals.

Students with medical and mental health conditions

The College recognises that not all children with medical and mental health conditions will have a disability and not all will have special educational needs. Students with long-term and complex 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 and mental health 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 such 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 other emotional disorders such as anxiety or depression. Students have pastoral support through the PT system and may also be referred, or self-refer, to the counsellor or Head of Learning Support.

Short-term and frequent absences, including those for appointments connected with a student's condition, are also managed on a case-by-case basis. Limiting the impact on the student's educational attainment and emotional and general wellbeing is important. For certain 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 Head of Learning Support will work actively with our Educational Psychologist, Psychotherapist and Counsellor, 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. SEND notices and additional reading is provided in the weekly staff bulletin.

Online and hybrid learning

The Head of Learning Support and SENCO is responsible for ensuring that support for students with SEND continues to be available during periods of online education, including EP appointments and counselling. This includes one-to-one sessions continuing using phone calls or video software (such as Microsoft Teams or Zoom) and care is taken to ensure such meetings happen with confidentiality in mind. During periods of time where the entire college is asked to work online, students will have access to study support through a dedicated Google Classroom, in addition to the normal referral and review process. Teachers are able to monitor student attendance to support and progress through SEN notes using the Portal.

Students regarded as vulnerable or with difficult home circumstances will be invited to attend their support sessions in person at the College during such periods.

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.