Policy

SEND and Inclusion

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Contents

SEND and Inclusion POLICY

1.   Purpose

The college vision is to provide the best possible life chances for our community. The purpose of this policy is to provide an inclusive learning environment, promoting high aspirations and expectations for all students. The aim of the policy is to support every student, allowing them the opportunity to thrive, achieve their potential by identifying need, providing appropriate support and removing barriers to learning.

This policy sets out the principles of supporting students with SEND. We aim to encourage all students to become resilient learners who can make a successful transition onto positive and meaningful destinations.

2.   Scope and legal definitions

Franklin College's SEND policy for children and young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:
Education Act 1996 and 2002
Education and Inspections Act 2006
Education and Skills Act 2006
Equality Act 2010
Children and Families Act 2014
SEND Code of Practice 2014

A 'young person' is defined in the Special Educational Needs and Disabilities Code of Practice as *'a person over compulsory school age and under 25'*

This policy should be read in conjunction with Franklin College policies and procedures for:

Child Protection and Safeguarding Policy
Learning Behaviour Policy
Prevent Policy
Franklin ABC Expectations
Health and Safety Policy
Accessibility Plan for Disabled Students
Exam Access arrangements
The Admissions Policy
The Fitness to Study Policy

2.1   Definition of SEND

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 school age or a young person 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 facilities if kind generally provided for others of the same age in mainstream education[1].

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[1] Send Code of Practice January 2015 (page 16)

3.   Policy Statement

This SEND policy details how Franklin College will do its best to ensure that the necessary provision is made for any student who has special educational needs/disabilities, and those needs are made known to all who are likely to be involved with their college experience. Franklin College will use it's *'best endeavours'* to ensure that teachers in the College are able to identify and provide for those students with special educational needs/disabilities. This will be reasonably practical and compatible with the child/young person receiving special educational provision and the education of the students with whom they are educated.

The staff and governors of Franklin College will endeavour to ensure that all SEND students reach their full potential, are fully included within the College community and are able to make successful transitions between educational establishments.

The policy aims to support all members of staff in providing positive and effective approaches towards learning, progress and achievement of SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole college responsibility.

Meeting the needs of SEND students requires partnership working between all those involved, the Local Authority, college governors and staff, parents/carers, students, children's services and all other relevant agencies, including safeguarding this potentially more vulnerable group of students.

Franklin College is committed to welcoming all students who meet the published requirements. *'Reasonable adjustments'* will be made where necessary and where possible, to enable all students for whom Franklin College is the best placement, to access lessons, social environments and enrichments activities. Needs and adjustments will be considered on an individual basis

3.1   Fundamental Principles

Franklin College aims to ensure that:

- It uses its 'best endeavours' to secure the SEND provision that a young person needs.
- There is smooth transition at each transition stage for the student
- All staff are aware of the importance of early identification and of providing for SEND students whom they teach and/or support.
- All staff have access to information about the student's needs, which will enable them to9 meet those needs in the classroom.
- The views of students and parents/carers are sought and considered.
- All college staff recognise that parents/carers play a key role in supporting their son/daughter's education and enabling them to achieve their potential. The College will endeavour to support parents/carers through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education.
- SEND students have full access to all college activities, as far as is reasonably practical, which relates to the student's needs.
- The College works in partnership with external agencies to meet the needs of the student.

In accordance with the SEND and Disability Code of Practice 2014, Franklin College will:

- Have a written SEND policy, containing the information as sent out in the SEND Code of Practice.
- Screen all incoming students for literacy and numeracy and provide advice, guidance and support, depending on results of the screening test and the student's qualifications on entry, which lead to the most appropriate study programme for the student.
- Bring together the information from the student's application and interview, form the school and any transition work, external agencies and the screening assessment to plan the appropriate support and any examination access arrangements needed for the student.
- Assess or request assessment for any student who is not achieving their expected grades, where appropriate.
- Make sure that parents/carers have knowledge about the SEND provision the college makes, through the Local Offer and marketing events.
- Ensure that parents/carers have access to information, support and advice regarding their son/daughter's requirements.
- Ensure that teachers in the college are aware of the importance of identifying, and providing for, those students who have a SEND, through inclusive, high quality teaching.
- Provide training for teaching and learning support staff to allow them to understand SEND needs so they can best support the students.
- Ensure that a student with SEND can participate in the activities of the College in an inclusive way.
- Be ambitious and supportive about the aspirations of children and young people in their care.

3.2 Transition

Franklin College Learning Support Team are involved in transition planning between school and college to prepare to meet the student's needs and ensure a smooth and successful transition into College life. We are also keen to support students who have been home-schooled with their transition back into mainstream education. Franklin College works very closely with our partner schools and other schools as well as local authorities and relevant external agencies. The Learning Support Manager regularly attends EHCP review meetings in schools for prospective students and liaises closely with the relevant local authority to meet the needs of SEND students. SEND students who disclose at application or interview stage will be invited to a transition visit, their needs will be discussed at enrolment and a risk assessment may also be carried out at this stage.

3.3 Admissions Policy for SEND students

When a young person has expressed a preference for Franklin College as an institution he/she would like to attend, the local authority will be under a duty to consult with the college with the request, unless the institution is unsuitable for the:
- age,
- ability,
- aptitude or special educational needs/disability of that young person
- or that to place the young person at Franklin College would be incompatible with the efficient use of resources or the efficient education of others.

Students with a disclosed SEND are required to meet our entry criteria for the level of course and specific entry requirements for the courses to which they are applying. If this is not the case, the student application may be referred to our senior admissions

staff (CLT). This is to ensure we are providing the best advice and guidance in order for the student to succeed in their programme of study.

Students who have disclosed a SEND, are not automatically exempt from standard or extra conditions being placed on their offers. Although we have to be mindful of any disclosure and responsive to individual needs, students with a disclosed SEND must still be able to demonstrate that they can engage successfully in a full time educational programme.

In cases where attendance, punctuality, behaviour or attitude to study are a concern, if our level of expectation is not met but our concern is related to the disclosed SEND (e.g. consultants' appointments affecting attendance etc.) then we should exercise professional judgement and make reasonable adjustments.

This must be supported by evidence that demonstrates that this is the reason our expectation is not met and the evidence also needs to demonstrate that the student is fit to participate in full-time education. These offers will be referred to the admissions team for a final decision.

In cases where attendance, punctuality, behaviour or attitude to learning are a concern, if our level of expectation is not met and our concern is not related to the disclosed SEND condition, then the application is subject to our normal entry criteria and admissions processes.

This may result in the College not being able to offer a place to a potential student. Students who should improve attendance, but the 95% target is unattainable There may be some students who do not meet our attendance requirement but disclose that they have genuine reasons for this. Examples may include a stay in hospital or they have significant anxiety issues. In some of these cases, it may be impossible for them to achieve 95% attendance due to the stated reasons.

The interviewer will refer the student to a member of the admissions team and the team member will try to ascertain if the student would be in a position to effectively and successfully participate in full time education from September. If the conversation and evidence indicate they would be, then the admissions team member may decide to make a conditional offer without extra conditions.

In other cases, it may be that supportive, achievable targets (not just attendance based) are required within a 'fitness to study' offer. At the end of the review period, we will check with the school if the agreed target has been reached. Following the initial interview and the subsequent discussions, the letter that is written to the student will be of a supportive nature and reflect the targets agreed with the student, parents or carers and the school.
Final decisions regarding the offer of a place with Franklin College will be made by our senior admissions staff (CLT) and any appeals should be made in writing to the Principal.

3.4 Assessment and support for exams

3.4.1 Initial Screening

All new students will be screened via a subject specific induction exercise as part of Franklin Start assessments. If required a referral will be made by the Head of Department to the diagnostic team.

3.4.2 Assessment of Support

Information is drawn together from the School, the student and their parents/carers, those working with the student, external agencies and the initial diagnostic tests. The student will be offered the appropriate level of support and arrangements for

examinations. Profiles for students with an EHC plan will be provided for all their teachers and support will be put in place as required.

3.4.3   Exam Access Arrangements

When applying for Access Arrangements we are obliged to work within the frame work laid out by the Joint Council for Qualifications (JCQ).

Where a student is referred for Access Arrangement assessment we will complete an assessment for exam access arrangements if deemed appropriate and sufficient evidence has been provided which indicate persistent and significant difficulties over a sustained period of time. An assessment will not guarantee Access Arrangements as the formal assessment results will need to be checked against the JCQ regulations to ass if AA can be applied.

Evidence needed to apply for Access Arrangements:

- Completed Form 8 from specialist teacher or assessor that is signed with the assessor's certificate.
- Previous Access Arrangements evidence from School.
- Subject tutors – examples of work demonstrating normal ways of working and evidence of need for an assessment and access arrangements.
- Results of baseline tests – reading /comprehensions age, Lucid test.
- EHC Plan
- Long term medical condition or disability with supporting consultants letter or evidence.

3.4.4   Extra Time

In order to secure extra time the College must present a 'compelling' case that the students' difficulty is substantial and persistent and has an impact on the students' performance in exams over a substantial period of time of more than 12 months. This will require evidence from subject tutors that a student is underperforming and that reasonable adjustments and strategies have been employed. This is referred to as 'normal way of working'.

3.4.5   Separate/Smaller room policy for exams arrangements

The Learning Support Manager will determine whether separate invigilation or access to a separate/smaller room and will liaise with the relevant subject tutors and Exam team. The decision will be based on whether the candidate has a substantial and long-term impairment which will have an adverse effect and the candidate's normal way of working. Normal way of working would mean separate arrangements for mock exams, internal college tests and assessments and had a high level of control during GCSE exams. The college must have sufficient evidence from the School to support this.

Examples where by a student may be eligible for separate invigilation include:
- A student with depression and has been under CAHMS or YMM
- A student with an established and evidenced medical condition or formally recognised social, emotional and behavioural difficulties.

Where a student suffers from exam anxiety or panics before, during and after the exam, then that student should be sat in an appropriate seat in the main exam hall. Separate invigilation is the same as other access arrangements and must go through the same procedures according to JCQ.

The Learning Support Manager and the Exams Team, will look at room availability and the need for additional invigilation and a centre-based decision will be made.

All medical evidence must be provided to support a separate room access arrangement and then be approved by the Learning Support Manager.

3.5 Support and reasonable adjustments

3.5.1 Support Offered by Franklin College

Support needs are disseminated to staff via the College 'FIS' system. Additional Learning Support staff are deployed by the Learning Support Manager after evidence from the relevant sources has been taken into consideration.

3.5.2 Reasonable Adjustments may include (and the list is not exhaustive):

- In class support for one or more students from a LSA
- In class support to scribe and provide prompts
- One to one and small group learning support
- Accessible information such as enlargement of handouts, coloured overlays, coloured handouts etc.
- Assistive Technology and resources (Read/ Write)
- Equipment loans e.g. laptops. reader pens etc.

- Access arrangements for examinations and controlled assessments e.g. extra time, rest breaks, smaller room etc.

3.6 Accessibility

- Lifts to most areas of the building and where necessary changes will be made to classrooms.
- Ramps where needed
- A Quiet Study room and a 'Wellbeing Hub' – for students wanting a more subdued space
- Access to disabled toilet facilities and gender neutral toilets
- Risk assessments and personal emergency evacuation plans (PEEPs) where appropriate

3.7 Referrals

A referral can by the Head of Department once strategies have been deployed and evidence of significant and persistent difficulties over a sustained period of time. Initially concerns will be are addressed by appropriate strategies to differentiate in the classroom. Appropriate interventions will then by organised once the students has been assessed by the learning support team.

3.8 Reviewing Support

The learning support need of an individual student will be reviewed on a regular basis and tracked and monitored through the FIS system. Support is flexible and may be increased or reduced depending on student need. Reduction in support is actioned to support the student to independence in anticipation of the next stage of their education or employment. Opportunities to develop life skills are also provided by the college to support the student for adulthood and independence. Support will also be in line with the student's VESPA targets and Individual Learning Plans (ILPs) offering both classroom or virtual support, as required, depending on student need.

3.9 Training

Regular updates and training are provided for staff through effective dissemination of information and CPD. For example, recent JCQ requirements for access arrangements, training for autism and ADHD, selective mutism and mental health themes. The Learning Support team share their knowledge of key adjustments that are needed to meet individual needs and to ensure teaching staff know how they can best support each individual student.

3.10 Working in collaboration with students and parents

The impact on any assessment and intervention will be influenced by the involvement and interest of the student and his/her parent or carer. Positive collaboration is dependent on active and responsive feedback, supported when and where appropriate by other external agencies.

Both quantitative and qualitative indictors will provide evidence of the impact of this policy:

- Annual Impact Report
- Achievement rates for SEND students
- Gap Analysis with comparable learner groups
- Individual learning Plans (ILPS)
- Student voice
- Parent/carer voice
- External stakeholder feedback

3.10.1 Student Voice

- Students with SEND are invited to contribute through various channels:
- Interview stage
- Transition Visits
- Enrolment Interview
- Contact with Learning Support Assistants and their Progress Coach
- Through teaching staff
- Learner survey
- Focus groups
- EHC plan reviews

3.10.2 Parent/Carer Voice

- Open Events
- Interview stage
- Transition Visits
- Enrolment Interview
- Welcome Evenings
- EHC plan reviews
- By telephone of email contact at any time

Parental concerns are communicated to Franklin via letter, phone, email, face to face, consultation evenings and open events and are responded to via the same range of channels deemed to be the most appropriate.

Franklin College will cooperate fully with the young person and the LEA, if a young person disagrees with and appeals against:

The provision outlined in the EHC Plan
Reviews
Assessments
Plan to end the EHC Plan

3.11   Expertise

3.11.1   The role of the Governing Body

Governors are responsible for the strategic overview of and the implementation of the SEND policy. The day to day management and organisation of SEND support is the responsibility of the Principal, Assistant Principal – Pastoral and the Learning Support Manager, in conjunction with the support of Learning Support Assistants. All Governors, including the SEND Governor, will ensure that they are fully informed and knowledgeable regarding the College's SEND provision.

3.11.2 The role of external partnerships

Franklin has access to external specialist skills and expertise to support the learning of students with SEND including wellbeing and mental health support such as Young Minds Matters, Cudox and Compass Go.

3.11.3 The role of the Assistant Principal

The Assistant Principal – Pastoral will oversee and contribute to all policies and decisions which contribute or impact upon the SEND provision at Franklin College; ensuring that they comply with the ASPIRE vision of the College and the statutory requirements of the Children and Families Act 2014 and the SEND Code of Practice 2014.

3.11.4 The role of the Learning Support Manager

- Undertake all admissions and enrolment interviews for potential high needs students, and to ensure through admissions and enrolment processes, the clear identification of their support needs, to ensure they are appropriately supported to achieve their full potential.
- Lead the team of Learning Support Assistants
- Liaise with partner schools in order to facilitate a smooth transition
- Provide appropriate information to facilitate inclusive teaching (learner profiles)
- Liaise with colleagues on all matters relating to SEND
- Contribute to CPD and training of staff
- Complete the SAR and QIP for the SEND provision and provide an analysis of the quality of support provided
- Assess students for access arrangements
- Lead on EHCP reviews
- Liaise with the LEA regarding funding for students with high needs and EHCP, to ensure the correct funding for each student.
- Track, monitor and to report on the attendance, retention, achievement, progression and final outcomes of SEND students relative to their peers
- Communicate with parents/carers during the academic year to update on progress
- Participate in all college events, and act as the in house specialist on high needs and EHCP

- Maintain case studies of students who have progressed and act as evidence of impact of the support provided.

3.12   Review of Policy and communication

The Senior Leadership Team approve this policy. Once approved, staff will be notified of the new policy via daily briefing and the policy will be published on the college website.

4.0   Policy References

4.1   Access to the policy

The policy will be available via Franklin College's website and internally through Microsoft Teams.

4.2   Quality and Assurance Monitoring

The College Leadership Team and the College's Governing Body will review the policy every three years.