

# SEND policy and Information report

## Newfriars College



**Created By:** (Rob Millington)

**Date:** [February 2021]

**Approved by:** [Stephen Catchick]

**Last reviewed on:** [February 2021]

**Next review due by:** [March 2021]

## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions .....	3
4. Roles and responsibilities.....	<b>Error! Bookmark not defined.</b>
5. SEND information report .....	4
6. Monitoring arrangements .....	<b>Error! Bookmark not defined.</b>
7. Links with other policies and documents .....	<b>Error! Bookmark not defined.</b>

.....

## 1. Aims

Our SEND policy and information report outlines how Newfriars College support learners, staff and other stakeholders linked to the college. Newfriars College aims to:

- Provide a caring, supportive, enjoyable, person-centered learning environment where all learners can achieve.
- Ensure that all our learners make the best possible progress in whatever way they can
- Ensure that parents / carers are fully informed and involved in their young person's education, as partners, and to ensure there is effective communication between parents / carers and the college by requesting, monitoring and responding to parent / carer / learners' views.
- Ensure that all College academy councillors are up to date and knowledgeable about the academy's SEN provision.
- Ensure full College Council involvement in the future development and monitoring of this policy
- Ensure that all our learners, where possible, can express their views and are fully involved, as partners, in decisions which affects their education
- Involve and work in partnership with all health professionals and outside agencies to make sure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Ensure learners make a successful transition when they join and leave the college.
- Reduce barriers to achievement and offer a variety of alternative and /or individualised learning programmes as appropriate, to meet the needs of our learners
- To ensure high levels of staff expertise are available to meet learner need, through quality, targeted continuing professional development.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **3. Definitions**

A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

*The Senior Leaders Team and Curriculum Mangers will:*

- Work with the head of college and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings discussing current plans and future college developments.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head of college and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The head of College**

The head of College will:

- Work with SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Subject teachers**

Each subject teacher is responsible for:

- The progress and development of every learner in their class based upon the needs outlined in their EHCP document.
- Working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to best inform classroom teaching, supporting the young person to move forward.
- Working with Senior Leadership Team to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

#### **4.5 Support staff (Teaching assistants, Personal care)**

- Support staff will work under the guidance of the Senior Leadership Team, assistant SENCO and classroom teachers to help meet the needs of all learners at the college.

### **5. SEND information report**

#### **5.1 The kinds of SEND that are provided for**

Newfriars College is a generic post 16 specialist provision that supports learners with a wide range of physical, cognitive, communication and social / emotional needs. The academic ability ranges for pre entry level to level 2. Support is provided through: The types of Special Educational Needs and Disabilities that our learners might characteristically have are in the following categories:

- ASC
- Cerebral Palsy
- Cognition and learning
- Communication and interaction
- Downs Syndrome
- Global Developmental Delay
- Sensory / physical needs
- Social, emotional and mental health

Newfriars College also supports young people with rarer conditions such as Prader Willi syndrome and Kabuki syndrome. Specialist training is provided when learners with rarer conditions join the college. The college aims to meet all cognitive, communication, physical and emotional needs of the learners by working in partnership with parents and carers, multiagency support teams, specialist services as listed above or employed on a needs identified basis such as the DOVE grief support charity. Safeguarding is paramount to all our learners.

Learners join Newfriars College from schools located in four different Local Education Authorities. These are Staffordshire, Stoke-On-Trent, Cheshire East and Shropshire. Learners can also join from mainstream schools and colleges, home education settings or those who have been out of education for extended lengths of time.

Preparation for adulthood, be that employment, mainstream college, supported living or social care provision is key to the ethos of the college and a highly differentiated programme of study is provided through learner grouping by ability and need, as well as withdrawal sessions. We offer a holistic learning environment with specially trained staff and bespoke resources to best support the needs of our young people.

Educational and Health Care Plans are key in supporting and developing a time table / curriculum that best meets the needs of each learner. Subjects studied include:

- Literacy /Communication
- Functional Numeracy
- Art
- Community visit
- Horticulture
- ICT
- Independent Living Skills
- Mechanics
- Performing arts
- Photography
- PSHE
- Rebound therapy
- Robotics
- Sport
- Supported internships / work experience
- Swimming
- Travel Training
- Wildlife studies
- Woodwork

As a generic post 16 provision, time and thought is taken in providing a rich and meaningful learning experience for each learner on role. Learners follow a pre-entry, entry level or level 1 – 2 curriculum through externally accredited, college accredited, or personal pathway units of work. The EHCP document is at the centre of this decision making. Learners are based in a form group but will transition in to different lessons depending upon their individual needs. At present we have 3 groups of learners with PMLD, 4 groups of learners with SLD or ASD additional needs, and 8 groups of learners who have MLD. Learners within all of these groups additional support is provided where needed through 1:1 agency medical staff, 1:1 or 2:1 positive behaviour support staff, VI support. Specialist teachers plan and deliver lessons that meet the needs of the learners' 4 areas of development; Strategies may include the use of Makaton, PEC's or other communication systems, a sensory focus, and differentiated resources through content, colour, size and language. Lesson pace and focus, medical intervention. Clear and consistent targets are set and shared with the learners, staff and parents.

## **5.2 Consulting and involving learners and parents**

Learners are involved in their target setting and discuss this with Form Teachers and Subject Teachers throughout the year. Their opinions are obtained through questionnaires, opportunities provided by the Learner Council and at their Annual Reviews/EHCP meetings.

It is vital that the college and home work in partnership in order to best meet the needs of learners. Newfriars College has an open door policy to parents so that they are welcomed in to discuss any concerns or successes involving their child. Parents are encouraged to be involved in the target setting for their child and in supporting them with homework. The college keep parents fully informed

of learner progress with progress trackers and reports that are sent home. There is a fortnightly newsletter that shares activities and successes that have been taking place within the college and a termly newspaper providing an in-depth look at college activities. There have been parents groups led by the academy's Clinical Psychologist where parents have been able to voice any issues, which has led to a parent setting up a Parent-led consultative group.

### **5.3 Assessing and reviewing learners' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SLT and Curriculum Leads to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

### **5.4 Supporting learners moving between phases and preparing for adulthood**

At Newfriars College, learners take part in Annual Reviews and Transition Reviews whereby they can discuss interests and possible future pathways. These interests and skills are developed through a range of work experience placements (for those whom this is appropriate). To further support and prepare our learners for adulthood, the curriculum consists of selected qualifications to ensure learners' efforts are external recognised by employers too. Learners begin transition at the earliest point that they feel is appropriate for them. This includes visits to local colleges, employers and residential services. The Shaw Trust help to support appropriate Work Experience placements with support and work related visits for learners for whom this is more suitable

### **5.5 Our approach to teaching learners with SEN**

The planning and differentiation process is person-centered. Full assessments of learners' academic ability, positioning, physical dexterity and communication so that the appropriate resources and strategies can be put in place and shared with all staff and parents for a consistency of approach. Learners are then grouped appropriately so that the teacher can differentiate the level and pace of work appropriately and the support from Teaching Assistants is appropriately matched. Learners will follow a curriculum tailored to their needs and in some cases a personalised curriculum. All learners no matter what their level of ability are encouraged to reach their full potential. All learners are entered for external accreditations. Personalised targets are set for individuals and shared with learners, so that where appropriate, have ownership of them. Progress is regularly tracked and discussed with learners and parents. If learners are not making progress then appropriate interventions are put in place. Staff are skilled at bringing subjects to life through creative, inspiring lessons and through the use of props, film footage, role play and visiting artists/poets to name a few; learners become fully immersed in their learning. For many groups routine, structure and clear boundaries are important as are the use of visual materials to reinforce meaning and understanding. Specialist teaching and communication approaches are used throughout the College to match the needs of the learner, such as elements of TEAACH, PECs, signing (Makaton).

The college has a communication team of 3 staff who work closely together to support learners, staff and the wider community around the needs of individuals. Training sessions are also run which parents and college stake holders such as work experience providers are invited to. The concept of Total Communication is promoted throughout the college, empowering the learners to develop and use a range of communication strategies to best share their ideas and thoughts. These may include Low and Hi tech AAC, eye pointing / blinking, Makaton / gesture, as well as speech and language strategies such as pacing boards and cued articulation. Learner progress is reviewed and evaluated through learner, staff and parental / carer feedback using tools such as Survey Monkey. This feedback then informs future decisions and steps forward.

## **5.6 Adaptations to the curriculum and learning environment**

Our Accessibility Plan describes the actions the college has taken to increase access to the environment and curriculum.

Adaptations and interventions include:

- The use of both low and hi tech AAC including communication books, symbol strips, PEC's, Objects of Reference, Pacing boards and differentiated symbol / picture based resources / tablet based software
- The use of Makaton and other gesture based signing
- Differentiated teaching strategies
- Personal Pathway units of study
- Adapted and bespoke equipment such as switches, Bluetooth controllers, BigMack, Step by Step, E Tran frame
- Positioning of learners within the classroom.
- Classroom environment / teaching spaces, displays, noise, light and heat, location and height of equipment, seating,
- *Personalised timetables* are used to support individual learners to ensure they are fully engaged and suitably challenged.
- Subject-specific *withdrawal intervention groups*.
- Vertically streamed lessons for Numeracy and Literacy / Communication

## **5.7 Additional support for learning**

Learners at Newfriars College are supported to engage and learn through a range of different strategies including:

- Small group teaching
- 1:1 / 2:1 teaching assistant ratios
- 1:1 VI support
- VI / HI and SALT support plans and guidance

## **5.8 Expertise and training of staff**

The College is committed to the Continuing Professional Development of staff ranging from whole college training in PROACT-SCIPr UK, autism awareness and Communication strategies, to individual staff members attending courses that are subject or need specific such as mental health, counselling and medical intervention. We have specialist staff, either directly employed by the college or through external agency input in:

- Clinical Psychology
- Communication

- Enteral Feeding
- Nursing
- Physiotherapy
- PROACT-SCIPr UK
- Rebound Therapy
- Speech and Language Therapy
- Swimming
- Travel Training
- All subject areas

Medical training is coordinated by the college nurse and assistant SENCO so that the appropriate staff in the college are up-to-date with relevant information and procedures based upon the needs of the current learners on role.

### **5.9 Securing equipment and facilities**

As a generic Special needs provider, Newfriars College owns and uses a wide range of equipment and resources to support the learning of learners. Equipment On a personal level will include both low and hi tech AAC systems to support communication and interaction. Resources made by teaching staff will be created to meet the additional needs of the learners.

Suitable seating is provided so that all learners are comfortable. Interactive whiteboards and touch screen displays are used in most classrooms.

The cooking areas have sinks and equipment that can be raised or lowered so that all learners can access these where possible. Automatic doors are fitted that enable wheel chair access.

As new equipment is bought or infrastructure developed; staff are consulted around the needs of the learners so that improvements can continually be made throughout the college.

### **5.10 Evaluating the effectiveness of SEN provision**

1. Ongoing communication with parents:
  - During Annual Reviews of the EHCP
  - All learners have home college diaries which can support regular communication
  - Discussions with the class teacher or Senior Leadership Team
  - During parents evenings / afternoons
  - During meeting with support and external agencies
  - Development of the IEP/target setting
  - Consultation on the feedback from learner progress reviews.
2. The class teacher plans for all the learners in his/her class and is responsible for the overall assessment of their progress. Learners are taught as a whole group, in small groups or 1:1 by a class teacher, Higher Level Teaching Assistants (HLTA) and teaching assistants.
3. The quality of the teaching and learning at Newfriars is monitored in a number of ways including:
  - Senior Leadership classroom monitoring
  - External verifiers classroom monitoring
  - Ongoing assessment of learner progress
  - Work sampling and scrutiny of planning
  - Learner progress reviews

- Learners and parent feedback on impact of interventions
  - Attendance and behaviour records.
  - Reviewing of the interventions and whether progress has been made against their targets
  - Provision Mapping and analysis
  - Data
4. Regular assessments of your child will be made throughout their time in College – this ensures that teachers always have a good understanding of the level your child is working at and what needs to happen next to move them forwards. The teacher will happily discuss this with parents at any time across the college year.
5. An Annual Review of the statement or EHCP takes place for every child in the College – this is an opportunity for the parents to meet representatives from all agencies to discuss the progress of their child.

### **5.11 Support for improving emotional and social development**

The college offers a wide variety of pastoral support for learners. These include:

- A Personal, Social, Health and Economic (PSHE) is developed across the curriculum that aims to provide learners with the knowledge, understanding and skills they need to enhance their emotional, social knowledge and well-being.
- Some learners access additional support through small group nurture opportunities.
- The college has access to a college nurse – and a range of health and social care teams.
- Parent and learner voice mechanisms are in place and fully supported by staff, including a Learner Council.
- Rewards and achievements are fully celebrated in college – through assemblies, class reward systems, House points, and annual events such as sports days and prize giving.
- The curriculum has been developed to include a wide range of enrichment activities.
- The safeguarding of learners is of utmost priority in college, all staff access safeguarding training – safeguarding procedures are well established in college and monitored to ensure good practice at all times.
- Many of the staff are trained as first aiders and in specific medical interventions to support individual's needs.
- Newfriars employ a Clinical Psychologist who runs small group sessions addressing self-esteem or sees learners individually as well as working with parents.
- Close working relationship with parents and outside agencies CAMHS, Educational psychologist and social workers.
- Peer Mentor who sees all learners so they are aware of her role and how she can support them if needed.
- Strong relationship with Form Teacher, TA, learner and home is encouraged. Each group has an allocated Teaching Assistant to whom they can go for support
- EN funding has been used to support learners with emotional difficulties to facilitate 1:1 support.

### **5.12 Working with other agencies**

The following additional support from external agencies is used as appropriate to support learners:

- Hearing Impairment team (HI)
- Visual impairment team (VI)
- Multi-Sensory Impairment Team (MSI)
- Educational Psychologist Service
- Onsite clinical psychologist (Once a fortnight)
- Education Welfare Officers

- Physical Disabilities and Support Service (PDSS)
- Social Services
- Onsite College Nurse
- Child and Adolescent Mental Health Services
- Family Support Worker (S&LT)
- Occupational Therapist
- Onsite private Speech Therapist (Once a week)
- Entrust Careers and Connexions
- Shaw Trust
- Work Experience opportunities

### 5.13 Complaints about SEN provision

Complaints about SEN provision in our college should be made to the form teacher / Assistant SENCO / Head of College in the first instance. They will then be referred to the school's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.14 Contact details of support services for parents of learners with SEN

Staffordshire SEND Family Partnership Service 01785 356 921 [www.sfpsstaffordshire.gov.uk](http://www.sfpsstaffordshire.gov.uk)  
Single Point Access - 03301 118 007

[sendreferrals@staffordshire.gov.uk](mailto:sendreferrals@staffordshire.gov.uk)

Information regarding the Local Offer and Market place can be found at:  
[www.staffordshirecares.info/pages/.../send.../Local-offer/local-offer.aspx](http://www.staffordshirecares.info/pages/.../send.../Local-offer/local-offer.aspx)

Who to contact

**Contact Name**

SEND Services

**Telephone**

01782 232538

**E-mail**

[SEND@stoke.gov.uk](mailto:SEND@stoke.gov.uk)

**Website**

[http://www.stoke.gov.uk/SEND\\_Services](http://www.stoke.gov.uk/SEND_Services)

### 5.15 Contact details for raising concerns

Please contact Mr Rob Millington Head of College - 01782 987180.  
[Rob.millington@newfriarscollege.co.uk](mailto:Rob.millington@newfriarscollege.co.uk)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Rob Millington / head of college every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Positive Behaviour
- Equality information and objectives
- Supporting learners with medical conditions

