SEN Policy

September 2019
(Next review date September 2020)

1. **INTRODUCTION**:

1.1 SupaJam Education in Music & Media (herewith referred to as SupaJam) strongly and passionately believes that all young people, regardless of their academic ability or Special Educational Needs (SEN), should have the same opportunities to flourish and achieve within any academic environment and have access to the same curriculum and opportunities provided to students without SEN.

1.2 SupaJam was awarded the Secretary of State's Section 41 approved provider status as a Specialist Post-16 Institution in August 2017. This means that SupaJam can be a named provider in a young person's Education, Health & Care Plan (EHCP) to deliver the support and interventions required for young people.

1.3 Some young people have had significant struggles in previous provisions to be able to achieve and we believe that we should be one of the final agencies with whom young people work with before being able to access future career or educational options. With that in mind, SupaJam will fulfil its moral and legal obligation to ensure it uses all of its available resources and make whatever reasonable adjustments is required to support all young people who have or may have SEN.

1.4 Those young people coming to SupaJam with an EHCP will have their needs specified and the support that is required to help the young person achieve. Those students who do not have an EHCP but have identified SEN needs (often referred to having 'SEN Support') will also be supported.

1.5 Some young people may have 'fallen through the net' during their time in compulsory education and therefore not have any identified needs to need support. In this instance, all of SupaJam's staff will use their professional experience and observations to ensure that any new identified needs are recorded and reported so that, if appropriate, relevant assessments or observations can take place, in line with the statutory requirements of the SEN Code of Practice 2015 to ensure SEN is identified and supported.

1.6 Every member of staff within SupaJam is entrusted with the ethos that they are all responsible in the identification and support of any SEN need.

1.7 The Special Educational Needs and Disability Code of Practice 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 school age or a young person has a learning difficulty or disability if he or she:

  o has a significantly greater difficulty in learning than the majority of others of the same age, or

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

1.8 A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16.

1.9 This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2015 and should be read in conjunction with the following guidance, information and policies:

- The Equalities Policy

- The Accessibility Plan

- The college's SEN information on the website (SEN Report)

- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'

- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

- The Safeguarding Policy

- College Admissions Policy

- College Risk Assessments

- Medication Policy

1.10 In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with the Senior Leadership Team of SupaJam, all those involved in the administration and application of SEN support/provision and the young people and their families.

2. CONTACTS

2.1 SupaJam has a Director of SEN to oversee the provision and support that is provided to the young people who attend the college. That person is Dan Broad. SEN provision is also administrated and coordinated by Hannah Goslett.

2.2 Any member of staff who identifies any additional needs with the young people at SupaJam will share their observations with Dan or Hannah.

3. ADMISSION & INCLUSION

3.1 The college operates an equal opportunities policy for young people with SEND who are afforded the same rights as other young people. This includes both those identified as pupils with a level of SEND at 'SEN Support' and those with EHCP's.

3.2 Any person who, in their personal or professional capacity is supporting a young person, may make a referral to SupaJam for a placement.

3.3 Young people with SEN are welcome to make an appointment to visit the provision to make sure that they feel that SupaJam offers the right programme and support to meet their needs and future career ambitions.

3.4 All admissions for young people with an EHCP must be agreed after the home Local Authority has consulted for a place. SupaJam must ensure that the SEN of a young person can be met to fulfil its moral and legal obligations as outlined in the SEN Code of Practice.

3.5 SupaJam is an inclusive organisation and will not discriminate on the grounds of religion, race, political views, age, sexuality or any other discriminatory ground; however, the college has an obligation to ensure that all of its students and staff are safe and therefore reserve the right to invite young people in for an interview

with either the CEO's, Director of Programmes or the Director of SEN prior to agreeing admission.

3.6   Under the SEN Code of Practice, SupaJam will always consider what reasonable adjustments can or must be made to include a young person who has or may have SEN.

4. **LONG TERM AIM OF THIS POLICY**

4.1 The objective of this policy is to;

- To work within the guidance laid down in the SEND Code of Practice 2015.

- To identify and put in place appropriate provision for pupils who have SEND and additional needs.

- To operate a whole college approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)

- To ensure that parents/carers have a clear understanding of how the college supports children and young people with SEN, and their own involvement in this

- To provide support and advice for all staff working with SEND pupils.

5. **IDENTIFICATION OF SEN**

5.1   Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

5.2   All staff will monitor each and every student to identify any who does not have an EHCP or requires SEN Support but may in fact have additional needs. Staff will document their observations and share with the SMT and SEN Team.

5.3   All Tutors, Senior Learning Support Practitioner's (SLSPs) and Learning Support Practitioner's (LSPs) will ensure that they provide each and every student a consistent and structured level of support with appropriate differentiation to their delivery for those students who have identified SEN. All staff must ensure that they read the students EHCP and/or One Sheet which is created by the SEN administration team to ensure they are familiar with individual student needs.

5.4   The SMT and SEN Team will regularly review the SEN Policy as well as the practice of the teaching staff through classroom observations. Any shortfalls will be communicated via staff meetings to ensure everyone is working consistently. At the end of the academic year, all students who have an EHCP or are identified as requiring SEN Support, will have their outcomes reviewed to see if they have progressed in their learning as well as their social and emotional development.

5.5   The SEN Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)

- Cognition and Learning

- Social, emotional and mental health difficulties

- Sensory and/or physical needs.

5.6 These four areas provide an overview of the range of needs that will be planned for at SupaJam. At SupaJam, pupils are identified by considering the needs of the whole young person which will include not just the special educational needs of the young person. Other factors can also have an impact upon progress and attainment though are not SEN, but include:

- Disability

- Attendance and Punctuality

- Health and Welfare

- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant

- Being a Looked After Child/Care Leaver

- Being a child of Serviceman / woman

5.7 The SEN Code of Practice does not allow the category of 'poor behaviour' to fit under the description of SEN. SupaJam will often have some of the most vulnerable young people on role and any additional needs will be assessed looking at the four areas highlighted in the code as a possible cause for perceived poor behaviour. SupaJam does have a Behaviour Policy which stipulates how students should behave; however, it must also take into account this SEN Policy which stipulates that any poor behaviour must be looked at and assessed to the root causes which may be linked to SEN.

6. SEN SUPPORT

6.1 All staff have a responsibility to ensure that the individual needs of their students are catered for.

6.2 Any student identified as falling behind or not achieving must be raised as a concern with the SMT and SEN Team. Regular Tutor meetings will be held throughout the academic year to ensure there is a formal platform to discuss students of concern. For those with EHCP's or already identified as requiring SEN Support, Tutors, SLSPs, LSPs and PSPs should refer to their ILP and/or EHCP to ensure the support strategies are being consistently followed.

6.3 Any student identified as requiring additional support (without already having an EHCP or SEN Support) must be reported at the earliest instance to SMT and the SEN Team. It will be vital for documented evidence and any assessments to be provided. The SMT and/or SEN Team, as well as the students Tutor or (S)LSP may invite the students and their parents/carers in for a meeting to discuss support requirements and the need to consider SEN Support.

6.4 Prior to any request for an EHCP Needs Assessment, SupaJam will need to collect a wide range of evidence to demonstrate it has utilised the Assess, Plan, Do & Review Model in identifying and supporting additional needs. This will usually be done through Provision Plans which will be reviewed termly. This evidence will come from the Tutors and/or (S)LSPs, Functional Skills Tutors and observations of the student from the SEN Team.

6.5 Every young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

6.6 Assess, Plan, Do & Review;

- Assess – through observations, a young person's needs can be identified and subsequently we will assess what is the most appropriate support that might be required to assist the young person with those needs. All observations must be documented and maintained as evidence.

- Plan – in liaison with the young person and their parent carer (if they consent), SupaJam SEN Team will discuss the observations and findings and offer any additional support that might be appropriate. The young person must consent to any support that is offered. All agreed support will be documented in a Provision Plan with agreed outcomes and support strategies.

- Do – the support agreed will be put in place for a period of time (usually one term). Tutors and (S)LSPs will be made aware of what support is going to be put in place and ongoing observations will be completed.

- Review – after the agreed period of time has elapsed, another review meeting will be scheduled with the young person and their carer (if consent given) and the short-term targets and outcomes will be reviewed to see whether the support has been successful or not. If the young person has not made expected progress it may be that the support needs to be reviewed and then a new cycle of Assess, Plan, Do & Review commences.

6.7 Support that is additional to and different from the differentiated curriculum will be provided in a range of ways to support and increase progress, these may include:

- Classroom organisation and management
- In-class support by tutor/(S)LSP
- Withdrawal for individual/small group work
- College reading support
- Use of specialist equipment
- Alternative teaching strategies
- Support from a learning mentor

6.8 SupaJam may seek advice and guidance from external specialists, such as a Speech & Language Therapist or Educational Psychologist. In these instances, the young person and their parent/carers will be spoken to in order to inform them of why this is appropriate and seek their consent.

6.9 Some young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an EHC assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing

of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

6.10 Pupils placed on the 'SEN Register' will be recorded through the college Arbor System.

7. **EXITING THE SEN SUPPORT SYSTEM**

7.1 As part of the review aspect of the Assess, Plan, Do & Review cycle, discussions will be held as to whether the additional support and interventions have been sufficient to enable the young person to 'catch-up' and therefore does not require additional support.

7.2 With the agreement of SupaJam and the young person, they may be taken off the SEN Register with no further interventions being required outside of the core offer of the college.

8. **WORKING WITH OTHER AGENCIES**

8.1 In order to ensure that the young people at SupaJam receive the best support, we may consult or liaise with external agencies such as CAMHS, Social Care Teams, Therapy Teams or charities. Consent will be sought from the young people prior to looking at these avenues.

8.2 Local Authorities should also provide young people and their families with information about the services available within their area. SupaJam will share its provision with the Local Authority to add to its Local Offer. At the same time, SupaJam will signpost young people and their families to the Local Offer, including support services.

9. **SUPPORTING STUDENTS WITH MEDICAL CONDITIONS AND DISABILITIES**

9.1 SupaJam recognises that pupils at college with medical conditions should be properly supported so that they have full access to education, including trips and physical activities. Some young people with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010. Individual healthcare plans are in place to support these pupils. These healthcare plans are reviewed annually or as the medical needs arises.

9.2 Some students may also have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2015) is followed.

9.3 The Student Welfare Lead at SupaJam is Steffan Hallett. He is supported by designated PSPs to ensure that student welfare is maintained. Any issues around student welfare, including possible breaches to the Equalities Act, must be reported to him and the SMT immediately.

9.4 Staff working with students who require medication should also refer to the college's Medication Policy.

10. RESOURCES & CORE OFFER

10.1 The college will utilise its own resources to support the students. Resources refers to physical aids as well as support staff. SupaJam will work closely with the young people and their families as well as the Local Authority to ensure that it has the right amount and type of resources available to meet the SEN and additional needs of the students on an individual needs basis as well as collective needs.

10.2 The college employs a large number of (S)LSPs and PSPs to ensure the academic and emotional needs of its students are supported. The college will always aim to have at least a staff to pupil ratio of 1:4; however, where students have much higher needs even smaller or 1:1 sessions will be put in place. In instances outside the control of the college, such as staff sickness, the ratio may not be available and the Tutors and (S)LSPs in line with consideration of the SMT and SEN Team, will ensure that the appropriate staff are working with the high need students.

10.3 The college is not specifically designated for one type of SEN – students with a multitude of different needs are welcome so long as the college can support their SEN. This may include, but not limited to, young people with ASD, ADHD, Speech & Language needs, physical disabilities, mental health needs, emotional wellbeing and anxiety, visual impairment, hearing impairment or multi-sensory impairment. Each individual need will be assessed upon referral.

10.4 Should new training be identified, then SupaJam will ensure the appropriate staff are given the appropriate training in order to support the needs of the young people within the college. This may be specific for an individual student (e.g. medical support) or generic for a cohort such as ASD awareness.

10.5 In-service training needs related to special educational needs will be identified by the SMT in consultation with the SEN team and will be incorporated into the staff development plan.

11. WORKING WITH YOUNG PEOPLE AND THEIR FAMILIES

11.1 The SEN Code of Practice, Children & Families Act and SupaJam ethos promotes a young person-centred approach to learning which means having regard of the wishes and feelings of the young person. All decisions will be made in accordance with the wishes of the young person unless there is a safeguarding issue which prevents the wishes of the young person being put first.

11.2 The college will actively seek the involvement of parents in the education of their children, so long as the young person has consented (especially if they are over 18). It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

11.3 In any instance where a young person does not wish to have their parents involved, the SMT, SEN Team and Designated Safeguard Leads will have a discussion as to whether there is a safeguarding concern. The SEN Code of Practice allows all young people to have a voice in how they are supported and the college must have regard to those wishes.

11.4 The Designated Safeguard Leads are Steffan Hallett and Michelle Knell, with Dan Broad as a supporting DSL in their absence.

12. EVALUATING SUCCESS

12.1   Success will be measured by the outcomes of a students EHCP or SEN Support Provision Plan as well as the continued success of the Diploma and Functional Skills/GCSE pass rate.

12.2   All students with an EHC Plan or under SEN Support will have individual provision plans which highlight outcomes and short-term targets. For some extremely high need students, there may be little or plateaued progress academically but making progress with other aspects of their EHCP targets to support them into adulthood.

12.3   Positive progression may also be a measurable outcome for the students leaving SupaJam.

13. STORING AND MANAGING INFORMATION

13.1   In line with the EU General Data Protection Regulations (GDPR) and Data Protection Act 2018, all information relating to students SEN is stored securely and accessible to only those who require access to it, namely the SEN Team and in some instances, SMT and/or Safeguard Leads.

14. MONITORING AND REVIEW

14.1   This policy will be reviewed annually, unless there is a significant change which requires immediate attention or with new legislation changes. The review usually takes place at the start of the academic year in September.

15. ACCESSIBILITY

15.1   This SEN Policy also includes the college's accessibility plan.

15.2   Curriculum – the programme offered to all students is at Levels 1, 2 and 3 alongside Functional Skills at Entry Level 3 – Level 2 or GCSE. The programme is the same for all students and SupaJam recognise that accessing the course will be much more difficult for students with SEN, such as physical disabilities or sensory impairments. Those students who are physically unable to complete their work are supported through the means of alternate recording, such as using a scribe or the use of video evidence through professional discussion. No student will be omitted from an activity due to a physical or sensory barrier to their learning. If a student requires a particular piece of software, such as JAWS or Dragon Dictate, then the college will assess the requirement and ensure that appropriate steps are taken to access the software or appropriate equivalents.

15.3   Physical Environment – in line with the college's Health & Safety Policy, the environment must take into account the needs of the students. Those with mobility or physical difficulties may need support in navigating the college or ensuring that all physical obstructions are removed. The college has disabled ramp access at the

main entrance and at the fire emergency escape points for those students in wheelchairs.

15.4 Information – in line with the GDPR and Data Protection policy, subject access requests can be made to the Data Protection Officers in writing. Please see GDPR Policy for further guidance.

16. <u>BEHAVIOUR</u>

16.1 The SEN Code of Practice specifies that poor behaviour cannot be classified as a type of SEN. SupaJam will always endeavour to support a young person who presents with challenging or persistently disruptive behaviour through mentoring or wellbeing sessions with the view of trying to establish what may be causing the poor behaviour.

16.2 Students who have an EHC Plan are not exempt from the college disciplinary policy. However, SupaJam SMT will always have regard to the needs of an individual student and will take into consideration those needs prior to making any decision.

16.3 The college will only utilise withdrawal from the course as an absolute last resort and if a student with an EHC Plan is at risk of this, then an early annual review will be convened with the young person, their parents/carers and ideally a representative of the Local Authority. The support that the young person receives will be reviewed to see if the root cause for their behaviour stems from any other difficulties they may be masking.

16.4 SupaJam will use its own resources to support a young person outside of the college if it is identified that they pose a risk to themselves or others by being in the college. This will always be a short-term intervention with the view of trying to reengage the young person back into the college environment.

17. <u>COMPLAINTS OR GRIEVANCES</u>

17.1 Please refer to SupaJam's Complaints and Grievances Policy for details.

17.2 If young people and parents/carers are not satisfied that their complaint has been effectively dealt with by the SupaJam hierarchy, including any appeals process, then parents and young people are encouraged to speak to their appropriate Local Authority representative for further guidance.