



**Bideford College**

*Part of the Launceston College Multi Academy Trust*

# **SEND Policy and SEND Information Report 2021-2022**

**April 2022**

This report describes Bideford College's policy and provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Launceston MAT, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement.

## **Approval and review:**

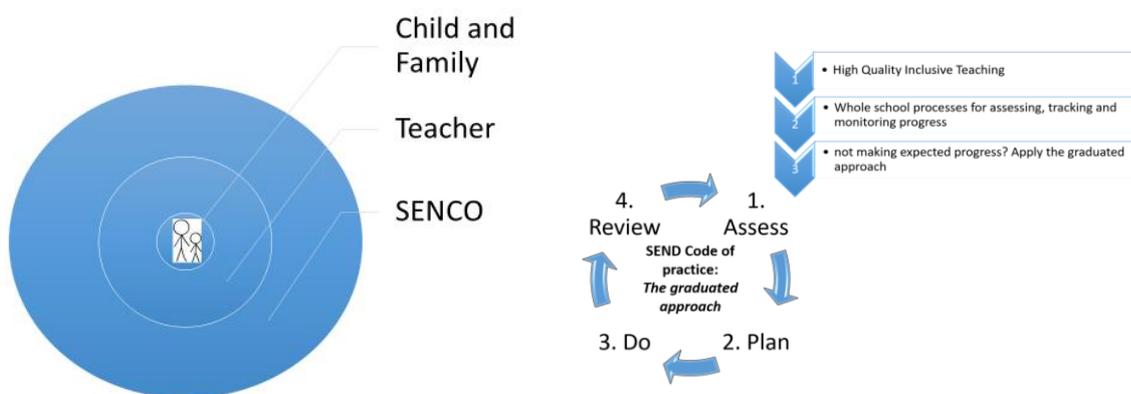
This report is the responsibility of: Rachel Vowles, SENDCo  
Policy approved by the Local Governing Body in May 2022

Part One: Model SEND Policy

Part Two: Model SEND Information Report

## Part One: SEND Policy

**1. At Bideford College, the inclusion of all our pupils is of the highest importance.** All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the college alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the college with medical conditions. There is a clear approach to identifying and responding to SEND and the college follows the graduated approach of assess, plan, do and review.



At **Bideford College** we:

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of their policy for pupils with SEND (the college SEND information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is at least a qualified teacher designated as special educational needs co-ordinator (SENDCo) for the college
- Determine their approach to using their resources to support the progress of pupils with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEND policy and information report aims to:

- Set out how our college will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 2. Definitions

A pupil has SEND 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 colleges

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 colleges.

### 3. 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 colleges' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out colleges' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report

### 4. Roles and responsibilities

#### SENDCo:

*Mrs Rachel Vowles email; [rvowles@bidefordcollege.org](mailto:rvowles@bidefordcollege.org)*

#### Deputy SENDCo:

*Mrs Shelley Lawson email; [slawson@bidefordcollege.org](mailto:slawson@bidefordcollege.org)*

#### Principal:

*Dr Claire Ankers email; [cankers@bidefordcollege.org](mailto:cankers@bidefordcollege.org)*

#### SEN link governors:

*Mrs Sheila Broomfield email; [sbloomfield@launcestoncollegemat.org.uk](mailto:sbloomfield@launcestoncollegemat.org.uk)*

*Mr Mark Gierke email; [mqierke@launcestoncollegemat.org.uk](mailto:mqierke@launcestoncollegemat.org.uk)*

#### The SENDCo

The SENDCo will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the college
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the college's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and local governing body to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the college keeps the records of all pupils with SEND up to date

### **The Principal**

The Principal will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the college
- Have overall responsibility for the provision and progress of learners with SEND.

### **The SEND link governors**

- The local governing body will appoint a SEND link governor to have oversight of the college's arrangements for SEND and provide a link between the college and SENDCo and the local governing body on matters relating to SEND.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. Contacts**

### **Contact details of support services for parents of pupils with SEND**

*List contact details of the services available to parents in your area.*

*Devon's SEND Local Offer*

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

*Devon Information Advice and Support (DIAS)*

<https://devonias.org.uk/>

*Devon 0-25 Team*

[specialeducation@devon.gov.uk](mailto:specialeducation@devon.gov.uk)

*Devon Communication and Interaction Team*

<https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/communication-and-interaction>

*Devon Social Emotional Mental Health Team*

<https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/social-emotional-mental-health-wellbeing-and-behaviour>

*Devon Sensory and Physical Disability Team*

<https://www.devon.gov.uk/care-and-health/disabilities/physical-sensory/sensory-disability-services/>

### **Contact details for raising concerns**

Complaints about SEND provision in **Bideford College** should be made to the SENDCo in the first instance, and may be referred to the college's complaints procedure.

## **Part Two: SEND Information Report 2021 – 2022**

### **1. The kinds of SEND that are provided for**

Our college currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),  
Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy  
Moderate/severe/profound and multiple learning difficulties

## **2. Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Once a student is identified as possibly having a SEND need the Devon Graduated Response will be completed to identify the area of need.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **3. Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child or young person

Everyone is clear on what the next steps are

Notes of these early discussions will be added to CPOMS and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

## **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the Devon Graduated Response and the four-part cycle of **assess, plan, do, review**.

The tutor or subject teacher will work with the SENDCo and/or Deputy SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

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 pupil'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 pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be available on ClassCharts. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils will meet key staff from their new setting. They will have extra transition visits over a period of time, including induction days. Visits are also available during the summer holidays. Pupils will be offered the opportunity to complete a travel training programme if required.

## **6. Our approach to teaching pupils with SEND**

Every teacher is a teacher of SEND and every leader is a leader of SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated and adapted for individual pupils. Teachers will;

- Create a positive and supportive environment for all pupils, without exception.
- Build an ongoing, holistic understanding of their pupils and their needs.
- Ensure all pupils have access to high quality teaching.
- Compliment high quality teaching with carefully selected small-group and one-to-one interventions.
- Work effectively with teaching assistants.

We will also provide the following interventions:

- Social skills – including clubs
- Anger management and social emotional and mental health support
- Communication and Interaction and Speech and Language support
- Handwriting support
- 6<sup>th</sup> form mentoring and paired reading
- Physiotherapy

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:  
Differentiating our curriculum to ensure all pupils are able to access it by;

- Flexible grouping
- Cognitive and metacognitive strategies
- Explicit instructions
- Using technology to support pupils with SEND
- Scaffolding

Teachers adapt the learning by use of recommended aids, such as laptops, coloured overlays, visual timetables and larger font.

Teachers differentiate their teaching in a variety of ways including; giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

## **8. Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as lego therapy, social skills, handwriting support, literacy and numeracy and physiotherapy.

Teaching assistants will support pupils on a 1:1 basis when stated on their EHCP, when directed by the teacher or when identified by the TA as requiring 1:1 support.

Teaching assistants will support pupils in small groups when stated on their EHCP, when directed by the teacher or when identified by the TA as requiring additional small group support.

We work with the following agencies to provide support for pupils with SEND:

- Communications and Interaction Team

- Social Emotional Mental Health Team
- Sensory and Physical Disability Team
- Educational Psychologist
- Teacher of the deaf/Educational audiologist
- Re/Habilitation Officer for Visually Impaired Children (ROVIC)
- Occupational Therapist
- Inspire South West
- 0-25 Team
- Physiotherapist
- Early Help team
- Inclusion officer
- Education wellbeing team

### **9. Expertise and training of staff**

Our SENDCo has 3 years' experience in this role and has worked as a teacher, head of year and head of department for a total of 30 years. This is a full time role and therefore is able to allocate 5 days a week to manage SEND provision.

Our Deputy SENDCo has 8 months' experience in this role and has worked as a teacher 16 years

Our Deputy SENDCo is allocated 5 hours a week to manage SEND provision.

We have a team of 20 teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

### **10. Securing equipment and facilities**

*Bideford College is a fully accessible college with lifts to all areas, ramps to all outside areas and disabled toilets. We purchase, when required, specialist equipment to support students with a special educational need or disability. When appropriate we work with external agencies to secure the correct equipment and facilities for these students.*

### **11. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards their goals each term

Reviewing SEND attainment through termly assessments and reporting

Monitoring attendance

Reviewing the impact of interventions after 6 weeks

Using student voice activities

Monitoring by the SENDCo

Termly monitoring by SEND Governors

Whole college SEND review

Using provision maps to measure progress and the use of the Devon Graduated Response

Holding annual reviews for pupils with EHC plans

### **12. Enabling pupils with SEND to engage in activities available to those in the college who do not have SEND**

All of our extra-curricular activities and college visits are available to all our pupils, including our before-and after-college clubs.

All pupils are encouraged to go on our residential trip(s) to Batchelor's Hall on Dartmoor and to a wide range of locations both in England and abroad.

All pupils are encouraged to take part in sports day, college productions, visiting theatre groups, workshops, Ten Tors and The Duke of Edinburgh's Awards.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **13. Support for improving emotional and social development**

Staff are aware of the importance of emotional wellbeing and work in creative and supportive ways with pupils and families to boost self-confidence and increase social development.

The majority of pupils respond well to whole class and college strategies, but some require a more personalised approach. We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the college council and house leaders.

Pupils with SEND are also encouraged to be part of a wide variety of clubs to promote teamwork/building friendships and social skills.

Pupils with SEND are encouraged to represent the college in competitions and events.

Pupils with SEND are involved in pastoral interventions designed to promote teamwork and develop friendships.

Pupils with SEND are invited to regularly celebrate their achievements.

College counsellors

6<sup>th</sup> form and peer mentoring programme

#### **Reducing Anxiety and Promoting Emotional Wellbeing**

Regular contact and liaison with parents and carers

Regular contact from tutors

Transition support when moving year groups or phases

Consistency of approach by all adults

Staff supervising during break periods

Access to structured activities indoors and outdoors as appropriate during break and lunch times

We have a zero tolerance approach to bullying.

### **14. Working with other agencies**

Bideford College strives to work collaboratively with other agencies including Local Authority and voluntary organisations, health and social care bodies. We seek support for our students and families through referrals to a range of agencies. We keep updated with knowledge of relevant support opportunities current by attending SEND locality meetings, NORDAB meetings and monthly Early Help network meetings. We receive weekly updates from the Local Authority and Early Help of training and support opportunities.

### **15. Complaints about SEND provision**

Complaints about SEND provision in our college should be made to the SENDCo in the first instance. They will then be referred to the college's complaints policy.

The parents of pupils 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 children. 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

### **16. The local authority local offer**

*Devon's SEND Local Offer* <https://www.devon.gov.uk/education-and-families/send-local-offer/>