

Altus Education Partnership

**Special Educational Needs
and Disability Policy and
Information**

Approval Body	SLT
Date of Approval	July 2020

Policy Statement

Our provision for students with special educational needs and/or disabilities (SEND) at Altus is inclusive and allows for reasonable adjustments to be made to support the learning and wellbeing of these students, regardless of need. The following document sets out how students with SEND are supported, nurtured, valued and encouraged in our academies.

We believe that every individual student at Altus should be challenged and supported to make outstanding progress and develop into an independent, considerate and confident young adult. We believe every young person can succeed and we devote ourselves to improving student achievement through high-quality teaching and student support. Through a culture of mutual respect, positive behaviour and high standards, we aim to inspire and engage all students, regardless of prior attainment or social background.

1. Scope

This policy relates to all academies across the Altus Education Partnership where provision is in place, from early years through to KS5.

2. Context

2.1 There are four broad areas of special educational need and/or disability; **communication and interaction; emotional and social difficulties; sensory and/or physical needs and cognition and learning difficulties**. Some students may have needs in one or more of these areas. These needs can range from moderate to complex and severe. In order to meet the needs of these students, a range and variety of different types of provision is required. Each academy will have a Provision Map which sets out how they will meet the needs of SEND students.

2.2 For details of Rochdale Local Authorities Local Offer please use the following link.
http://search3.openobjects.com/kb5/rochdale/fsd/advice.page?id=G54_KiEudEI

2.3 Altus Education Partnership serves a number of students across Rochdale and the surrounding areas. Our commitment is that all academies within the Trust are fully compliant with the Disability Discrimination Act (DDA).

2.4 The Trust has experience in meeting the needs of a variety of different groups of students with special needs and disability. For example, students with moderate learning difficulties, students with social and emotional needs, those on the autistic spectrum and those with specific learning difficulties, such as hearing impairment. A breakdown of the specific types of learning difficulty for each individual academy can be found on their relevant website. Links to each individual academy are found at the end of the policy, along with the contact details for each SENDCO.

2.5 The needs of most students with SEND are met through quality first teaching (QFT). Quality first teaching originates in the then Department for Children, Schools and Families (DCSF)'s guide to personalised learning published in 2008 which summarises its key characteristics as:

- Highly focused lessons designed with sharp objectives.
- High demands of student involvement and engagement with their learning.
- High levels of interaction for all students.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for students to talk, both individually and in groups.
- An expectation that students will accept responsibility for their own learning and work independently. Regular use of encouragement and authentic praise to engage and motivate students.

3. Our strategic intent

3.1 Young people with special educational needs and/or disabilities (SEND) can experience significant barriers to learning which hinder their progress. This policy sets out Altus's aims and procedures for SEND provision. It explains all the procedures and practices that we have in place to overcome these barriers to learning. At Altus Education Partnership, our aims are:

- To ensure students with special educational needs and disability (SEND) receive effective provision and intervention, so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based initially on 'quality first teaching' (QFT) that includes effective differentiation which allows all students to access learning in a safe and secure environment.
- To ensure that parents/carers of students with special educational needs and disability are fully informed of their child's progress, support and interventions.
- To ensure a robust process for evaluating the effectiveness of interventions is in place.
- To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a student's provision.
- To ensure that students with SEND are involved in discussions about their progress and provision.

4. Meeting the needs of SEND Students: Early Intervention

4.1 Some students require additional support and intervention to help break down barriers to learning. This might include:

- Subject specific intervention and catch-up sessions.
- Literacy intervention including; guided reading, Lexia, accelerated reader and toe-by-toe.
- Group interventions.
- Mentoring.
- Pastoral support.
- Additional support from a Learning and Progress Assistant (LPA)/Learning Support Officer (LSO).
- Modified curriculum.
- Support through the Inclusion/Additional Learning Support team.
- Personalised classroom strategies.
- Referral to outside agencies.
- Exam concessions.
- Social stories.
- Sensory adjustments.

5. Meeting the needs of SEND students: Education, and Health Care Plan (EHCP)

5.1 For some students, where progress is significantly below peers, where there is a complexity of needs and where these needs have been apparent for some time, an Education and Health Care Plan (EHCP) may be required. Those students who meet the criteria of complexity of need and who have accessed the early intervention strategies, without significant success, will be considered for an EHCP.

5.2 The process of obtaining an EHCP is managed by the Local Authority. Schools, colleges, health professionals, parents/carers and the young person themselves, can all apply to the Local Authority who will decide if a student should be assessed for a statutory, Education, and Health Care Plan. The academy would prefer to work together with parents / carers and the young person in order to apply for statutory assessment as this is often the most successful route. Advice on how to apply for a statutory assessment can be found on the Rochdale Council website, using the following links:

<https://rochdale.fsd.org.uk/kb5/rochdale/fsd/advice?page?id=Lu54YEKAUKQ>

5.3 Students with an EHCP will be given extra support to help them achieve their long term goals. The new EHCP stays in place until the young person reaches the age of 25. This ensures that support remains in place for some of our most vulnerable students well into adult life. The support for those students who have an EHCP will include many of the interventions outlined above, but the level of support should be enhanced and very specific.

5.4 Students with an EHCP will have an Individual Provision Map (IPM). This sets out the interventions to be used with the young person, who is responsible for this and how long the intervention will be in place for. This is reviewed periodically, depending upon progress and need, and sets out strategies to be used by people working with the student to address the student's needs.

5.5 The EHCP is reviewed annually, the student's progress is discussed and appropriate amendments are made. All parties involved with the student's EHCP will be invited to contribute to the review meeting including the young person themselves.

6. TRANSITION TO AN ALTUS ACADEMY

6.1 The starting point in identification of needs and discussions about the support offered at Altus often begins before transition. Parents/carers considering an Altus Academy, who have a child with an EHCP and who request it, will have an opportunity to discuss provision at the academy they are attending.

6.2 Transition for students with SEND is carefully considered. At secondary level, a representative from Altus will attend the student's Year 6 annual review to discuss the student's progress and successful strategies used by the primary school. An initial Learning Plan will be drafted following this meeting ready to share with Altus staff before the student starts in Year 7.

6.3 Additional visits are arranged and the student is introduced to key people in the individual academy, such as pastoral staff, the transition team and the SEND team. In July, Year 6 and Year 11 students with places at Altus will spend a day in the individual academy as part of their induction programme.

6.4 Transition arrangements for students with SEND but without an EHCP also begin in Year 6 and in Year 11. For individuals coming from primary schools, and those attending college, discussions take place with parents/carers and students, and there is an opportunity to visit the academy on at least one occasion.

6.5 Where a student has an EHCP, the Learning Support Officer (LSO) or a Learning and Progress Assistant (LPA) will discuss the EHCP with the Special Educational Needs and Disabilities Coordinator (SENDCO) at the primary/secondary school and, where possible, attend the review.

7. Monitoring Progress

7.1 As students move through the academy they are regularly assessed, the assessment results are recorded, and progress is measured. Where a student is stuck or is not making progress in line with their peers, we need to investigate the reasons for this. If they appear to be finding a particular subject difficult then departments are charged with putting in place subject specific intervention. Where a student is not making progress across a range of subjects, then discussions will take place with parents/carers about what else can be done to help. This will typically involve additional early interventions.

7.2 If these interventions have been tried and progress is still limited, then outside agencies may be involved such as the Educational Psychologist or the Rochdale Additional Needs team. Typically, the individual academy will act upon the advice given by these agencies and put in place their recommendations. These will then be reviewed and progress assessed. If a student is still making limited progress and the strategies tried have not had an impact, then a decision will be taken, along with the parent/carer, about additional support and asking the Local Authority to consider an assessment for an EHCP.

7.3 Following a successful assessment, additional funds will be released to the academy to meet the needs of the student. Typically, this might include a greater proportion of support from an LPA/LSO or other interventions including assistive technology, specific classroom strategies, a modified curriculum and specialist resources. Parents/carers will be involved in these discussions and will have some say in how the support for their child will be developed.

7.4 Where an assessment for an EHCP is unsuccessful, parents/carers do have the right to appeal. The appeal process is set out in the **Rochdale Local Authority Guidance for Provision of Advice towards a Statutory Education, Health & Care (EHC) Needs Assessment**.

At Altus Education Partnership, we will continue to support students to the best of our ability, regardless of the outcomes of the assessment.

8. Reports from Commercial Organisations

8.1 A number of commercial organisations offer help and assessments for various aspects of special educational needs. The individual academies are unable to accept or act upon the findings of reports written by such companies because we have no control over the assessment procedures used or the validity of their findings. In addition, some of these organisations will recommend certain interventions which they hope to sell to the parent of the child concerned. We are therefore concerned about the integrity of their findings.

8.2 Due to the difficulty in attaining assessments post 16, individual colleges may choose to accept assessments from commercial organisations to identify additional support.

8.3 It is advisable that parents wanting to have their child assessed should contact the individual academy and arrange to discuss their concerns with the relevant staff to ascertain what the academy can offer.

9. Complaints Procedure

9.1 The Academy's Complaints Procedure is set out on the Altus Education Partnership website and on the individual academy's website.

9.2 Parents may also wish to contact Rochdale Council SEND Department on 01706 925981.

10. Policy Review

10.1 The SEND policy will be reviewed every two years, however the data contained within the policy with respect to the individual academy's offer and the outcomes for students will be updated annually. Effectively, these are the parts of the policy which make up the SEND information report.

**Altus Education Partnership: Rochdale Sixth Form College
SPECIAL EDUCATIONAL NEEDS AND DISABILITY REPORT & INFORMATION**

PLEASE SEE THE SEPARATE EXAMS POLICY FOR FURTHER DETAILS ON ACCESS ARRANGEMENTS

Identification of SEND students

Each individual academy will have a programme in place to address the needs identified. For more information please see the Individual Academy Offer identified on each academy website under the SEND Policy and Information. At RSFC staff are trained to identify students who may benefit from additional support and/or access arrangements in exams. For those students requiring additional support, intervention will be put in place, which may include LSO support in and out of lessons.

Pre Entry:

Students who are considering applying for a place at our 16-19 academy are encouraged to attend one of the college’s open days to discuss the provision available and to meet the Learning Support Team. Students who have applied to study at the college will be invited to a new student welcome day where they will meet with the learning support team and experience ‘taster sessions’ in their chosen subjects.

As stated in the above ALTUS policy, the RSFC ALS team will engage in a variety of activities to help the transition of students. Links to the Access Policy give specific details on the disclosing of SEND or access arrangements.

Current and proposed student arrangements:

SEND Category	Strategies which may be considered are:	SEND Support (number of students)		Statement / EHCP (number of students)		
		2020/2021	2021/2022		2020/2021	2021/2022
Specific Learning Difficulty	Modified papers, coloured overlays, reader, scribe, laptop, exam concessions, one to one support. <i>(dyslexia)</i>	29			6	
Moderate Learning Difficulty		N/A				
Severe Learning Difficulty		N/A				
Profound and Multiple Learning difficulty						
Emotional & Social Difficulties	One to one meetings with ALS team, support from SPDL,	55			3	

	<p>support from college counsellor, in class support, social club provision, social stories sessions,</p> <p><i>(anxiety and mental health)</i></p>					
Speech Language and Communication Needs	<p>One to one support in class, one to one weekly meetings, social club provision, extra time in exams, reader, scribe, use of a laptop. <i>(this category is included with autism)</i></p>	N/A				
Hearing Impairment	<p>Inter-agency support from RANS HI team. Radio aid in class.</p>	3				
Visual Impairment	<p>Modified work, specialist equipment, one to one support. Input from RANS VI team, twice weekly one to one support from an LSO and teacher, Laptop, multiple exam concessions, practical assistant, extensive transition, support with UCAS, DSA.</p>	9				
Multi-Sensory Impairment		N/A				
Physical Disability	<p>Meet and greet, lift pass, modified desk, scribe, laptop, access to medical room. Practical assistant. Inter-agency working from RANS Physical Disability Team.</p>	21			3	

	<i>(scoliosis, dyspraxia, hypermobility)</i>					
Autism Spectrum Condition	One to one support in class, one to one weekly meetings, social club provision, extra time in exams, reader, scribe, use of a laptop.	31				
Other Difficulty/Disability	Tailored support dependent on specific disability. Medically trained to assist with specific conditions.	36				
SEN Support but no assessment	In class support, one to one meetings, helping to organise work, extra time in exams, laptop, reader, prompt, support with UCAS, DSA application, meet and greet	11				
Total (some students have been identified in several categories, due to the complexity of their condition(s))		150			8	

The roles and responsibilities of staff

All staff at RSFC have a duty of care for all student's safety and wellbeing. This includes being aware of students' special needs and understanding who to report issues to and where to seek advice from, when difficulties arise.

All teaching staff are responsible for delivering quality first teaching and ensuring the progress of the student in their lessons is monitored. They are expected to raise concerns if a student is not making progress and should record this in communication with the student's Student Performance and Development Leader (SPDL) and Additional Learning Support team. Teaching staff are also responsible for directing the LSOs in the classroom to ensure that students receive targeted support when required. Teaching staff are required to provide up-to-date information about a student's progress for the annual review meeting and to implement classroom strategies identified on a student's learning plan. The team will work collaboratively with outside agencies and the student to ensure that the outcomes of the EHCP are met and reviewed throughout the year.

Subject Leaders are responsible for ensuring that the support for SEND students is effective within the department and that quality first teaching is being delivered.

SPDLs are responsible for helping to support students with social and emotional difficulties which may affect their behaviour and conduct in college. This might include working directly with the student, communicating with parents/carers, liaising with colleagues in the college and with outside agencies.

Other staff with direct responsibilities for the SEND provision at RSFC are identified in the table below.

Name	Position / Job Title	Key Responsibilities
Mr R Ronksley	Principal	Responsible for the overall educational provision for all students at the academy.
D. Bryant	SENDCO	Responsible for the strategic management and oversight of the implementation of the SEND policy and provision at the academy.
J. Hilditch	Additional Learning Support Co-Ordinator	<ul style="list-style-type: none"> • To coordinate the Additional Learning Support (ALS) offer ensuring that all students with Additional Learning Needs (ALN) are achieving their potential and that appropriate strategies are employed by the LSOs on a day to day basis. • Responsible for the deployment of LSOs, ensuring that exam concessions are implemented and the day to day management of SEND intervention. • Responsible for completing access arrangement assessments and ensuring that Form 8s are completed and submitted to the JCQ. • To coordinate the timely completion of reports, including annual reviews, and ensure that liaison with teachers and SPDLs is effective and solution focused. • Responsible for ensuring all paperwork is kept up-to-date and liaising with the Local Authority with respect to SEND documentation i.e. EHCPs.

LSOs and training

In addition to the staff outlined above, there are 6 other LSOs who have regular training to help them improve the level of support given to students and to help meet the students' needs. Several of the LSOs have teaching qualifications, and all have training and experience of supporting students with a wide range of needs i.e. ADHD, ASC, Asperger's Syndrome, Dyslexia, Dyspraxia, hearing or visual impairments, to help overcome any barriers to learning.

The LSOs are deployed in a variety of ways, including:

- one to one classroom support;
- small group intervention;
- support outside of the classroom;
- delivering intervention sessions including Achievement Centre intervention;
- designing classroom resources and differentiated materials i.e. for visually impaired students;
- learning resources and help with revision.

The LSOs also support SEND students who have exam concessions with:

- gathering information and evidence from teachers;
- meeting with teachers to discuss student cases and recording these on CEDAR;
- applying to the exam board in accordance with JCQ regulations;
- supporting students to ensure that the access arrangement reflects their normal way of working;
- preparation for exams, such as revision methods bespoke for each student;
- acting as a scribe in exams and assessments;
- review extra time strategies and understanding of how this works in conjunction with subject teachers;
- acting as a reader;
- acting as a prompt.

The college will comply with all access arrangements during internal and external assessments as well as ensuring equipment and assistive technology, such as laptops, are available throughout the year. This links to the policy on Exams and access arrangements.

Post college transition: Careers Education, Information, Advice and Guidance (CEIAG)

Great care is taken in planning transition to the next phase of education, employment or training. Independent careers advice, through Positive Steps, is offered to all students with SEND and Looked after children. The students are contacted in Year 12 and supported throughout year 13. In addition, an advisor from Positive Steps attends the annual review meetings of students with statements/EHCPs. The purpose is to ensure that clear independent advice and guidance is given to students about transition routes.

Some students are offered taster sessions at University, including virtual tours, and RSFC staff have accompanied students on these visits. All relevant information about SEND is also sent to other institutions as required. All students, including SEND, are assisted with university applications and information about the Disabled Student's Allowance (DSA) is provided. Assistance is provided to students who are eligible to apply for the DSA.

Where students are not attending post-16 education, employment or training, RSFC remains in touch with Positive Steps, the young people themselves and parents/carers to offer encouragement and support.

OUTCOMES

The variety in ability of students classified as SEND is extremely broad; from students with high functioning autism who are capable of achieving the top grades at GCSE and A-level, but who find social situations and communication difficult, to those students with learning difficulties which have a significant impact on their ability to perform well in examinations. For this reason, outcomes are difficult to measure and results tend to fluctuate depending upon the make-up of the particular cohort.

What is important is that students are given the opportunity to take courses that will help them progress to their next phase of employment, education or training. Please see individual academy reports for further details of the performance of students with SEND. From 2015, following the new SEND Code of Practice, two levels of SEND are now recorded. These are SEN Support and EHCP / Statement.

2018 Performance Measure	Pass	High Grades
AA Students	97.4%	93.8%
Non-AA Students	98.7%	92.9%

2019 Performance Measure	Pass	High Grades
AA Students	97.9%	93.1%
Non-AA Students	98.0%	91.9%

In addition, termly reviews with the Additional Learning Support (ALS) co-ordinator reflect on the social and personal development of all students, but with particular focus on the EHCP and reviews.

CONTACT DETAILS

If you need to contact the academy about issues relating to SEND, please telephone the college on 01706 769 800 and ask to be put through to one of the following:

General enquiries:

Day to day concerns:

Concerns with general provision, policy and funding:

J.Hilditch: J.Hilditch@rochdalesfc.ac.uk

J.Hilditch: j.hilditch@rochdalesfc.ac.uk

D.Bryant: d.bryant@rochdalesfc.ac.uk

Appendix A
SEND Provision map

COMMUNICATION AND INTERACTION

Radio Aids – additional equipment
Speech Therapy - following RANS guidelines
Visual timetables
Healthy Young Minds / Thinking Ahead
College counsellor
Funding for an educational psychologist

SENSORY / PHYSICAL NEEDS

21st Century purpose-built school – DDA compliant
Access to all areas – lift passes
Evac Chairs
Disabled toilets on each Floor
In-class support/mobility support
Modified equipment & innovative technology
Assistive technology
Medical Plans
Differentiation of task and equipment
Meet and greet (where necessary)
Specific staff training i.e. Butterfly condition
Modified work i.e. enlargement

**RSFC
PROVISION
MAP**

EMOTIONAL AND SOCIAL DIFFICULTIES

Social club
Quiet space and area
Individually assigned LSOs
College counsellor
Social stories
Bespoke communication of progress
Behaviour Policy

COGNITIVE AND LEARNING

Access arrangements and form 8
In-house assessment of access arrangements
Note taker in lessons
Reading pens where necessary
Coloured overlays
Use of and access to laptops