

**CC** CLEVELAND COLLEGE OF  
**AD ART & DESIGN**

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The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

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## **INTRODUCTION**

1. Cleveland College of Art and Design believes in providing every possible opportunity to develop the full potential of all students, in line with the Education Act 1996 it is also compliant with the Equality Act 2010 and the Special Educational Needs Code of Practice.

## **SCOPE**

2. The aim is to ensure that all students with Special Educational Needs/Disabilities (SEN/D) have their needs identified to improve the outcomes for every learner with a Special Educational Need (SEN/D).

## **DEFINITIONS**

### **3. Definition of Special Educational Needs (SEN), Section 312 Education Act 1996.**

“Children and have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children and have a learning difficulty if they:-

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in Colleges within the area for the local education authority.
- c. are under compulsory College age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- d. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **4. Special Educational Provisions means:**

- a. For children of two or over, educational provision which is additional to, and or otherwise different from, the educational provision made generally for children of their age in Colleges maintained by the LA, other than special Colleges, in the areas.
- b. For children under two, educational provision of any kind.

## **5. Definition from the Disability Discrimination Act 1995**

- a. A person has a disability for the purposes of this act if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

### **POLICY**

6. The objectives of the policy are written to inform students, parents, staff and others involved or interested in the College, of the Governors Policy with regard to students with special educational needs and disabilities.
7. to describe the facilities and resources made available to students with special educational needs.
8. to present information with regards to the management and deployment of members of staff who have specific responsibilities for students with special educational needs.
9. to describe the admission arrangements and consultation/liaison procedures for students with special educational needs.
10. to provide a basis for evaluating the effectiveness of the special educational needs provision within the College.
11. to comply with the relevant Education (Special Educational Needs Information) Regulations.

### **Meeting the individual needs of students with SEN/D the college will ensure:**

12. All students with special educational needs are included in mainstream classes.
13. Learning Support is allocated by the SEND Coordinator.
14. Resources are allocated to provide appropriate learning materials to support the work of students with special educational needs and or disabilities.
15. Every lecturer/tutor is responsible for delivering the curriculum to every student in a relevant, differentiated and stimulating way showing continuity and progression. Groups may be of mixed ability or set according to the needs of the students as perceived by the individual Course Leaders.
16. Information is available from the SEND Coordinator which will inform the classroom learning of individual students with special educational needs and or disabilities. Consultancy/advice is also available to all staff from the supporting agencies.

17. The SEND Coordinator, Specialist ALS Tutor and Exam Coordinator will advise all staff as to the necessary curriculum modification, and special considerations for external and internal examinations required by students with special educational needs and or disabilities.
18. It is the responsibility of each course team to consider the individual needs of all students including those with special educational needs and or disabilities.

### **New guidance for SEN/D – 2014**

19. The college is committed to enabling students with SEN/D reach their full potential.
20. Being aware of the changes in the new Code of Practice In 2014, CCAD has already started thinking about provision for students receiving physical disability support in college and how that will continue to be managed in 2014 Draft Special Educational Needs Code of Practice (SEN/D): for 0-25 years and the Draft Special Educational Needs (Information) Regulations that accompany relevant clauses in the Children and Families Bill. The draft Code. (Chapter 6pp. 87, 88).
21. We will liaise with outside agencies to ensure our Statement students receive maximum support within college and outside through the Educational Health Care Plans.

### **ROLES AND RESPONSIBILITIES**

22. The management of Special Educational Needs within College:

#### **Role of the SEND Coordinator**

- a. The member of staff responsible for the coordinating of Special Educational Needs provision in College is Marianne Craven (She holds the post of SEND/Additional Learning Support Coordinator)
- b. Day to day operation of the College's SEN/D policy
- c. Liaising with and advising fellow Lecturers/Tutors/Staff
- d. Coordinating provision for students with SEN/D, Informing parents of the fact that SEND provision has been made for their young person
- e. Arranging for the formal and informal assessment of students needs
- f. Overseeing the records of all college students with SEN/D
- g. Liaising with parents of students with SEN/D
- h. Liaising with feeder schools/IYSS in connection with student's transition to CCAD and progression to H.E or employment.

- i. Liaising with external agencies including the Educational Psychology service and other support agencies, health and social services, IYSS and voluntary bodies.
- j. Coordination of the college's Learning Support Assistants (LSA) or Teaching Assistants, including agency and company staff. (Internal and external staff).

### **Role of the Governing Body**

The Governing Body's responsible to students with SEN/D include:

- a. Ensuring that provision of a high standard is made for SEN/D students.
- b. Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEN/D provision.
- c. Ensuring that SEN/D students are fully involved in college activities
- d. Having regard to the Code of Practice when carrying out these responsibilities.
- e. Being fully involved in developing, monitoring and subsequently reviewing SEN/D policy

### **Role of the subject tutor**

Responsibilities include:

- a. Being aware of the College's procedures for the identification and assessment of, and subsequent provision for, SEN/D students
- b. Collaborating with the SEND Coordinator to decide the action required to assist the student to progress
- c. Working with the SEND Coordinator to provide progress reports twice a year for all High Needs Students
- d. In collaboration with the SEND Coordinator, develop provision plans for SEN/D students
- e. Working with SEN/D students on a daily basis to deliver targets within differentiated planning.
- f. Developing constructive relationships with parents

### **Role of Vice Principal – SEN/D Lead**

Responsibility include:

- a. The day-to-day management of all aspects of the College including SEN/D provision
- b. Keeping the Governing Body well informed about SEN/D with the College
- c. Working closely with the SEN/D team

- d. Ensuring that college has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their young person's education.
- e. Ensuring that SEN/D provision is an integral part of the College Improvement and Development Plan.

23. Children and young people will have needs and requirements, which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account (Code of Practice 2001).

**The four areas of special educational needs are:**

- a. Communication and interaction
- b. Cognition and learning
- c. Behaviour, emotional and social development
- d. Sensory and/or physical

24. Students in each of the above areas are identified and placed on the Identification of Need Register (ION) and ION Plus or have been given a Statement of Special Educational Needs by the Local Authority.

25. Learning support staff work with students with SEN/D not only in the classroom but also in meeting the physical/emotional care needs of students around the college environment. Their role is acknowledged to be crucial in the College's SEN/D provision.

26. Support staff are allocated on the basis of student need, within the constraints of the College budget.

27. Other specialist staffing provided by the local Authority/Health Authority and other external agencies may include:

- a. Physiotherapy
- b. Speech therapy
- c. Occupational therapy
- d. Qualified teacher of hearing impaired
- e. Psychological service (CAMHS)

- f. Social workers (Transitions)
- g. Integrated Youth Support Service (IYSS)

28. Access to agencies, which meet specific needs such as NAS, RNIB, CAMHS, MD etc. are available.

29. Students are also supported by Children, Families and Learning (Social Services).

## **MONITORING AND EVALUATION**

Tutors will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their individual circumstances. Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- a. Narrows the attainment gap between student and peers
- b. Prevents the attainment gap widening
- c. Equals or improves upon the student's previous rate of progress

30. The College believes that assessment is an integral part of the learning process. It informs future learning.

31. The process of Identification, Assessment, and Monitoring for SEN/D students will be led by the SEND Coordinator. Two monitoring reports will be submitted to the Local Authority each academic year for all High Needs students as per local authority funding agreement

32. The College will monitor and assess the progress of the students with SEN/D through:

- a. ILP Progress tutorials
- b. Course Board Meetings
- c. Assessment Board Meetings
- d. Course Performance Manager Meetings
- e. Equality and Diversity Annual Report



33. Annual Review meetings will be set ensuring all appropriate parties internal/external are invited to attend the meetings.

### **THE RANGE OF PROVISION**

34 The main methods of provision made by the college are:

- a. Full time education in classes, with additional help and support by the course tutor/technician and/or learning support assistant through a differentiated curriculum
- b. Periods of withdrawal to work with a Support Tutor/ Additional Learning Support Tutor (Dyslexia) or Learning Support Assistant
- c. In-class 1:1 support from Learning Support Assistant or Care Support Assistant
- d. Transition support into and progressing on from College

### **RECORD- KEEPING**

35. The SEND Coordinator will record the steps taken to meet students' individual needs. The SEND Coordinator will maintain the records and ensure appropriate access to them. In addition to the usual college records, the student's profile on ILP and Student Services secure drive will include:

- a. Information from previous education provider
- b. Information on progress and support needs
- c. Student's own perceptions of difficulties
- d. Information from additional supporting agencies

### **GRADUATED APPROACH**

36. Where a student is identified as having SEN/D, the College will take action to remove barriers to learning and put effective special educational provision in place. This SEN/D support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN/D of children and young people.

## **Assess**

37. In identifying a young person as needing SEN/D support the tutor, working with the SEND Coordinator, will carry out a clear analysis of the students' needs. This should draw on the tutor's assessment and experience of the student, their previous progress and attainment, as well as information from the college's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the College's own assessment and information on how the student is developing.
38. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
39. In some cases, outside professionals from health or social services may already be involved with the young people. These professionals will liaise with the college to help inform the assessments. Where professionals are not already working with college SEND Coordinator will contact them if the young person, or where necessary parents agree.

## **Plan**

40. Where it is decided to provide a student with SEN/D support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The tutor and the SENCO will agree in consultation with the student and parent if appropriate the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
41. All tutors and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the college's information system (ILP).

42. The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

## **Do**

43. The tutor will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject tutor, they still retain responsibility for the student. They work closely with any Learning Support Assistants or Specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom/workshop teaching. The SEND Coordinator supports the tutor in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

44. The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.
45. The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The tutor, working with the SEND Coordinator, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the student and parent if appropriate.
46. The student and parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

## **INVOLVING SPECIALISTS**

47. Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the college will consider involving specialists.

48. The SEND Coordinator and tutor, together with the specialists, and involving the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the young person's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

## **INDIVIDUAL EDUCATION PLANS**

49. Strategies for student progress will be recorded on IP and contain information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

50. The IP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IPs will be discussed with the student and the parent and be regularly reviewed.

## **REQUESTING AN EDUCATION, HEALTH AND CARE ASSESSMENT**

51. SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the College having taken relevant and purposeful action to identify, assess and meet the SEN, the student has not made expected progress, the College will consider requesting an Education, Health and Care assessment. Parents and the student will be fully involved in this process.

## **REVIEWS OF STATEMENTS AND EDUCATION, HEALTH AND CARE PLANS**

52. Statements and EHC Plans must be reviewed annually.

The aim of the review will be to:

- Assess the student's progress in relation to the IP targets
- Review the provision made for the student in the context of the College Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

53. From Year 9 onwards, particularly for those with Education, Health and Care plans, local authorities, schools, colleges and other agencies are involved in the planning for a student's transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

## **EVALUATING SUCCESS**

54. The success of the college's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SEND Lead and senior staff
- Analysis of student tracking data and test results for individual students
- Consideration of each student's success in meeting IP targets
- Termly monitoring of procedures and practice by the SEN Governor
- College self-evaluation
- The Governors' Annual Report
- The Quality Improvement and Plan (QUIP) (including SEND)

55. We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the College will consider the views of:

- Tutors
- Students
- Parents/Carer
- Governors
- External professionals

## **COMPLAINTS PROCEDURES**

56. The college's complaints procedure is available on request. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to students and/or parents if required.

## **PARTNERSHIP WITHIN AND BEYOND THE COLLEGE**

### **Staff development and appraisal**

57. Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEN/D students. Part of the SEND Coordinator's role in college-based CPD is to develop awareness of resources and practical teaching procedures for use with SEN students. As a routine part of staff development, CPD requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support Assistants' requirements in supporting students' needs are considered frequently. Staff new to the college will be given training on the college's SEN policy as part of their induction. The College's CPD needs will be included in the QUIP.

### **Links with other agencies, organisations and support services**

58. The college recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN/D students.

59. When it is considered necessary, colleagues from the following support services will be involved with SEN/D students:

- Educational psychologists

- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- SEN Support Service

### **The voice of the student**

60. All students are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity. The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. In practice, the College believes that the needs of students are usually best served by continued parental involvement at this stage.

61. The specific decision-making rights about EHC plans which apply to young people directly from the end of compulsory school age are:

- The right to request an assessment for an EHC plan (which they can do at any time up to their 25th birthday)
- The right to make representations about the content of their EHC plan
- The right to request that a particular institution is named in their EHC plan.
- The right to request a Personal Budget for elements of an EHC plan
- The right to appeal to the First-Tier Tribunal (SEN and Disability) about decisions concerning their EHC plan

### **PREPERATION FOR ADULT LIFE**

62. Being supported towards greater independence and employability can be life-transforming for students with SEN/D. This support needs to start early, and should centre around the young person's own

aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

63. Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

64. High aspirations about employment, independent living and community participation will be developed through the curriculum provision. The College will seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help students understand what is available to them as they get older, and what it is possible for them to achieve. For students with EHC plans, personal budgets can be used to help to access activities that promote greater independence and learn important life skills.

65. For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post-16 option is part of this planning.

66. Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.



67. Local authorities should ensure that students have the support they need (for example, advocates) to participate in this planning. Transition planning must be built into the revised EHC plan and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare students for adulthood. This planning includes:

- Support to prepare for higher education and/or employment
- Support to prepare for independent living
- Support in maintaining good health in adult life
- Support in participating in society

68. Under statutory guidance accompanying the Autism Strategy, SEN/ALS Coordinator should inform students with autism of their right to a community care assessment and their parents of the right to a carer's assessment.

69. Five-day packages of provision may be appropriate for some students with SEN/D. This may include periods outside the College with appropriate support, including time and support for independent study. A package of provision can include non-educational activities such as:

- Volunteering or community participation
- Work experience
- Opportunities that will equip students with the skills they need to make a successful transition to adulthood, such as independent travel training, and/ or skills for living in semi-supported or independent accommodation, and
- Training to enable a young person to develop and maintain friendships and/or support them to access facilities in the local community.

70. It can also include health and care related activities such as physiotherapy. Full-time packages of provision and support set out in the EHC plan should include any time young people need to access support for their health and social care needs.

71. For a young person with an EHC plan, the local authority should ensure that the transition to adult care and support is well planned, is integrated with the annual reviews of the EHC plans and reflects

existing special educational and health provision that is in place to help the young person prepare for adulthood.

72. Assessments for adult care or support must consider:

- Current needs for care and support
- Whether the young person is likely to have needs for care and support after they turn 18, and
- If so, what those needs are likely to be and which are likely to be eligible needs

73. Under no circumstances should young people find themselves suddenly without support and care as they make the transition to adult services.

## **EQUALITY STATEMENT**

74. This policy will be implemented in line with the principles of the college's commitment to equality and diversity which is: Cleveland College of Art and Design is committed to the principles of equality and diversity and aims to ensure that all employees and college users are treated fairly and equally regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

## **PROCEDURES THAT SUPPORT THE ACHIEVEMENT OF THE POLICY**

75. The policy is also informed by the following documentation.

- a. Identification of Need Procedure (IoN) (FE and HE).
- b. Identification of Need Plus (IoN+)
- c. Student Services Confidentiality Procedure (for staff and students)
- d. Student attendance – review and monitoring of student data processes
- e. Transitions Policy & procedure
- f. Equality & Diversity