

Cabot  
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# CLF POST 16 INCLUSION/ SEND POLICY

Implementation Date:  
May 2016

Next Review Date:  
**December 2024**

## History of Policy Changes

Date	Page	Change	Reason for Change	Changes made by
May 2016	Whole Document	Adoption by the Cabot Learning Federation Post 16	Align policies with other Academies	Jo Grayson
June 2017	Whole Document	Review of Policy by SENCO/SEND Lead.	Following Scrutiny panel process.	Andy Watch
2/10/2017	Whole Document	Reviewed and approved by Academy Council		
29/1/2019	Whole Document	Update following staffing changes	Put on new template	Lucy Gibert
30/06/2020	Whole Document	Reviewed by SENCO/SEND Lead	Annual review	Lana Crosbie
02/12/2021	Whole Document	Reviewed by SENCO/SEND Lead	Annual review	Lana Crosbie
15/12/2023	Whole Document	Reviewed by SENCO/SEND Lead	Annual Review	Lana Crosbie

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## INCLUSION STATEMENT

The aim of this policy is to communicate the steps CLF Post 16 will take to enable all students, but especially those with an identified special need, to make progress in their learning and development during their time with Post 16.

CLF Post 16 will be inclusive to students who have:

Medical needs	see separate policy
Accessibility needs	see separate policy
Safeguarding (SG) needs	see separate policy
English as an Additional Language (EAL) needs	see Appendix 1
Special Educational Needs or Disabilities (SEND)	

This policy will focus on how we meet the needs of students with SEND.

Background information:

The CLF Post 16 is the provision for students aged 16 - 19 that caters for students with a wide variety of abilities, special learning requirements and disabilities. It currently operates across two academies in Bristol & South Gloucestershire: Bristol Brunel Academy and John Cabot Academy.

The CLF Post 16 follows the DfE's current Code of Practice for special educational needs, that every teacher is a teacher of every child or young person including those with SEND. The principle of Quality First Teaching, meeting the needs all learners in the classroom is the focus.

### Definitions:

According to the SEND Code of Practice (2014), Special Educational Needs are defined as:

“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:

- has a significantly greater difficulty in learning than the majority of others of the same age
- 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

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 are taught. Therefore EAL students are not considered to have a ‘Special Educational Need’, but are seen to benefit from the ability to live and learn in more than one

language. As such, our approach to working with such students sits outside of the normal SEND protocols. See Appendix 1.

Special educational provision means: For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

## Aims & Objectives:

As a Post 16 provider our aims & objectives are to:

- Provide opportunities for every student to achieve success
- Ensure all students, whatever their special educational need or disability, receives appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated
- Use the following approach to identifying and meeting the needs of SEND students: 'Assess, Plan, Do, Review' – See Appendix 2
- Involve parents/carers in planning and supporting students in all stages of their academic and social development
- Work collaboratively with parents/carers, other professionals and specialist services
- Ensure all staff and Governors are accountable for the SEND policy being implemented and maintained

## Roles & Responsibilities & Key staff:

SEND Academy Councillor	<b>TBC</b>
Principal of Post 16 & Line Manager of SENCO/SEND LEAD	Kath Cooper
SENCO/SEND Lead	Lana Crosbie
Designated Safeguarding Lead	Lana Crosbie
Deputy Designated Safeguarding Lead	Heads of House.

## Academy Council:

The Academy Council (formerly Board of Governors) has important statutory duties towards students with special educational needs. The Councillors, with the Principal, decide the CLF Post 16's general policy and approach to meeting students special educational needs for those with and without Education, Health and Care Plans (EHCP). They will set up appropriate staffing and funding arrangements and oversee the CLF Post 16's work within financial constraints.

- The Academy council will do its best to ensure that the necessary provision is made for any student who has a special educational need and that those needs are made known to all who are likely to teach them.
- The Academy Council will ensure that a student with special educational needs joins in the activities of the CLF Post 16, together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.

- The Academy Council will report to parent/carers on the implementation of the academy's policy for students with special educational needs.

### **Special Educational Needs & Disability Coordinator (SENCO/SEND LEAD):**

- The Special Educational Needs and Disability Co-ordinator (SENCO/SEND Lead), in collaboration with the Principal and Academy Council, plays a key role in helping to determine the strategic development of the SEND policy and provision in the CLF Post 16 to raise the achievement of students with SEND.
- The SENCO/SEND Lead takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- The SENCO/SEND Lead also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. This will include the organising of any training needs.
- In addition, the SENCO/SEND Lead manages any **student Support Leads (SSLs)** in providing support to these students.
- The SENCO/SEND Lead is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.
- The CLF Post 16 SENCO/SEND Lead has overall responsibility for the day to day provision of the SEN Support and the implementation of the SEN Policy.
- The SENCO/SEND Lead will coordinate provision for students with SEN, and ensure up to date information is available to staff as well as advising on strategies for successful integration and teaching of students with SEN.
- The SENCO/SEND Lead is also responsible for monitoring and evaluating the impact of the SEN provision. The monitoring will include the analysis of the attendance and achievement data by SEN cohort as well as the more specific monitoring of bespoke interventions.
- The SENCO/SEND Lead will be responsible for collating information from feeder schools whilst young people are in Year 11 in order to facilitate a smooth transition and relay of information to key staff at the start of Year 12.
- Similarly, the SENCO/SEND Lead will liaise with other colleges, universities, and work providers as necessary when the time nears for a young person with SEND to leave the CLF.

### **Approach to SEND:**

- The major cause of learning difficulties can be the curriculum and the way it is presented. The impact of learning difficulties can be reduced by the design and presentation of the ordinary curriculum.
- As such, '*All teachers are teachers of SEND*' and teachers are responsible for ensuring the academic progress of students in their classes by the adoption of appropriate teaching and learning strategies as suggested in the

Student Profiles and through the employment of Quality First teaching techniques (QFT) where appropriate. These strategies include appropriate differentiation of learning tasks by method, materials and resources. The aim is that we help students progress, not just academically but in relation to all their needs. That staff understand their responsibility to make reasonable adjustments to support the student's needs.

- Students may of course begin their time at Post 16 with no formally recognised SEND. Identification or flagging of such students can be done by any stakeholder; feeder schools, teachers, members of staff, parents or the student themselves. This would be the start of the graduated response. See Appendix 2, the processes for referrals has been explained to staff and they have access to the forms required to initiate the procedure formally. We would then consider the needs of the whole child and not just their individual educational needs. Further information, formative and summative assessments and student views would be gathered and if necessary screening tests for likelihood of dyslexia for example, may be carried out.
- In turn this may lead to further assessment as to whether any exams access arrangements are required.
- If it is thought there is evidence for a diagnosis of a condition, external agencies would need to be sought either through the student's GP or through contacts recommended by the CLF Post 16 team. These assessments can be expensive and as such the CLF Post 16 reserves the right to only pay for these in the most exceptional of circumstances.
- The environment of each Academy and of individual classrooms can also have a dramatic effect on some Special Needs students. Adjustments will be made to expectations for individual students to allow them to move around each Academy at appropriate times. Whilst it is unfeasible to completely alter the learning environment in each classroom for every lesson depending on the needs of the student, staff will take into account these needs when arranging seating plans and planning lessons. This will also apply when students are sitting examinations.
- For those students who find unstructured social times difficult, quiet, calmer areas can be found in The Hub. This area is supervised during social periods and students will also be able to access 1-1 and small group support, alongside it being a quiet area to work when in a non-contact period.
- Teachers and support staff work together in planning, producing and operating programmes of learning for students experiencing learning difficulties. This information will be shared as appropriate with cover or supply staff.
- SEN may be supported in various ways: differentiated classroom resources, **SSL** support, delivery of interventions, extra mentoring, purchase of external agency advice and input, specialist resources, alternative curriculum delivery and accreditation and, where appropriate, off site provision. As such, students who have extra funding assigned to them may have that funding spent on any of the above. These interventions could also be in place for SEN students who are not in receipt of any funding.
- Students with learning difficulties normally spend their time working with their peers in mainstream classes, helped by their class teacher, **student support leads or Progress community lead (PCL)**. Extraction from lessons will normally only be considered for a fixed period of time or when learning in the mainstream has consistently proved not possible, or to enable a specific intervention to be implemented which in turn will aim to help the young person in a holistic way.

- Student support leads are also utilised as Cover support when teachers are absent (Planned or unplanned) as such student support is not guaranteed. Additionally, the Student support may be needed during tests/exams/controlled assessments to provide 1 to 1 support in the form of scribing/reading/invigilation for a student. This will result in support being changed/or reduced for some students, lessons or interventions.
- External agencies are consulted whenever it is considered to be appropriate and will be done following liaison with parents. As a school, we do not have anyone qualified to carry out an official Dyslexia diagnosis; this would have to be pursued privately by parents, either through their GP or by contacting the Dyslexia Action Centre directly. The SEN department may also be able to recommend other cost effective ways of having a diagnostic assessment. In accordance to the SEN Code of Practice, we expect teachers to be meeting the needs of all students, including those with dyslexia (or a high probability of dyslexia) with appropriate differentiation as laid out in Student profiles.
- All staff at each Academy have a responsibility to register any cause for concern they may have about a student's learning needs with the CLF Post 16 SENCO/SEND Lead. Students' special educational needs may be identified by anyone involved with the student's education. If a student is identified as potentially having SEN, discussions will be had with staff who teach that young person to see if observations are commonplace. Further discussions may then be had with the young person and parents may be informed and invited to discuss the situation further. Staff are also responsible for highlighting any concerns they have about the progress of SEN students, whilst demonstrating the steps they have taken to address the lack of progress.
- The CLF Post 16 will undertake its statutory responsibility to review students' statements of special educational needs **or EHCP** annually, in conjunction with the Local Education Authorities. There will also be bi-termly reviews for students who **do not have a statement or EHCP**, as well as parents' evenings.
- Faculties are responsible for providing appropriate materials for students of all ability levels.
- We aim to ensure the Academy, it's grounds and the facilities therein are accessible to students who have physical disabilities. If young people or prospective parents have any concerns, they should contact CLF Post 16 first to ensure the environment is suitable to meet their physical or medical needs.
- Heads of Centre, Student Support Leaders and Academic Mentors are responsible for the pastoral care and tutorial provision for all students.
- Students with SEN are equally included and invited to attend any extracurricular activities, such as extended day activities and trips, provided Health & Safety and behaviour requirements are met.
- If parents (or students themselves) are unhappy with anything to do with their child's SEND provision or anything to do with the policy, they should, in the first instance, make contact with the SENCO/SEND Lead. If a cause for concern still remains after an agreed period of time, the Principal for Post 16 should be contacted.
- Further guidance for parents can be found on the National Parent Partnership Network website and at <https://www.gov.uk/government/publications/special-educational-needs-sen-a-guide-for-parents-and-carers-revised-2009>

## Appendix 1: Inclusion of students with English as an Additional Language (EAL)

Definition: A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of academy.

**EAL students are not considered to have a 'Special Educational Need', but are seen to benefit from the ability to live and learn in more than one language.**

Ethos: We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage.

We aim to include all students and parents/carers in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents/carers.

We welcome the enrichment that linguistic and cultural diversity brings to our academy community. The routine and prolonged withdrawal from mainstream of young people with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual academy curriculum.

### **Admissions:**

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other pupil applying for an academy place. Where parents/carers do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our academy. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### **Provision:**

Students with EAL will have full access to mainstream provision regardless of their proficiency in English.

Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching. The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' or the British Picture Vocabulary Scale (BPVS)
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their education. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL students will be monitored against 'The five codes of EAL proficiency' and against National Curriculum indicators.

Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Leader of Learning Support or SENCO/SEND Lead. Provision will be



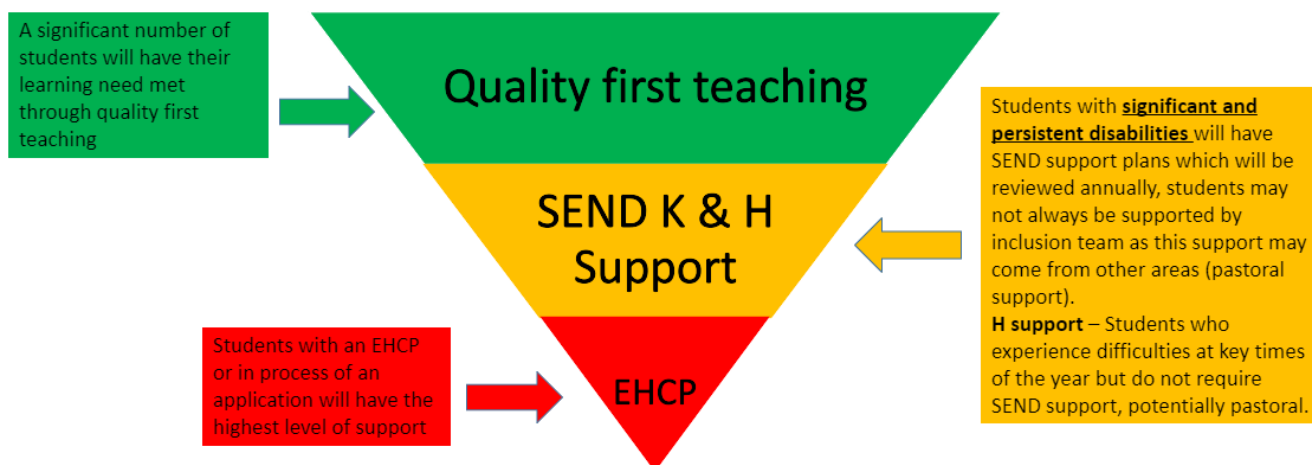
recorded and monitored for effectiveness using the academy’s provision map, in line with standard practice for all vulnerable learners in the academy. The pupil will not be placed on the SEND register for reasons of EAL.

**Parental/carers support:**

We recognise that some parents/carers who are learning English may find it difficult to communicate with the academy and approach the academy regarding any concerns they may have on their child’s progress. We endeavour to fully include EAL parents/carers in the life of the academy by, wherever possible, providing interpreting facilities at parents’ evenings and other academy meetings and by providing key academy information in translated format.

**Appendix 2 – Graduated Response to SEND CLF P16.**

**The rationale.**



For young people who are **identified** as having **‘significant and persistent’** difficulties and who require additional support, the Inclusion Team will put appropriate support in place using the principle of:



- Assessment of needs through school-based processes (using appropriate external agency input where needed).
- Planning appropriate intervention to support the identified needs.
- Run the appropriate intervention for a specific amount of time (see next slide)
- Review the outcomes, celebrate success and/or plan next level of support (increase, decrease or desist if necessary), where appropriate and agreed.

The process

All learners



Universal support (teaching & tutoring)

The graduated response starts with Quality First Teaching/Tutoring for ALL students. This is known as Universal support and teachers are responsible for making appropriate adjustments for students with identified SEND. Information is shared with staff about learners with identified needs. The SEND Areas of Need:

1. **Cognition & Learning:** For example: Specific Learning Differences & Dyslexia, General Learning Difficulties.
2. **Communication & Interaction:** For example: Autism, Speech and Language difficulties.
3. **Social, Emotional & Mental Health:** For example: ADHD, Attachment difficulties.
4. **Physical, Sensory, Medical:** For example: Sensory processing difficulties, physical disability, Diabetes Type 1, ADHD - with medication, hearing or sight impairment, brain injury.

Where there are concerns about progress, a referral is made to the Inclusion team and Cc Pastoral support Team to ensure there is 'wrap around care' where appropriate.

Some Learners



SEND Support  
Pastoral support  
Additional Academic support

Universal support

Some students will need additional targeted support, which is different from/in addition to the support provided to most students in the Academy. This may 'look like':

Pastoral concerns (which may be co-occurring with an identified SEND need), or it may be additional intervention in Maths or English (which may be co-occurring with an identified SEND need).

At this point - if a SEND has not been identified - we may wish to investigate whether SEND Support is required. Where SEND Support is agreed, a SEND Student Support plan will be put in place. Support will be reviewed as part of the 'assess, plan, do, review' cycle.

Few Learners



EHCP

SEND Support  
Pastoral support  
Additional Academic support

Universal support

A few students may continue to need additional and different support, which is increasingly personalised and individualised. It is likely that these students have very complex needs and they may require an Education, Health and Care Plan (EHCP)\*\* These young people will require ongoing universal support, pastoral support and SEND support.

\*\*Funding is not linked to an EHCP, we may wish to apply for funding to support our provision for students with significantly high levels of need.

GRADUATED APPROACH