



Special Educational Needs and Disabilities Information Report

Mission statement

Loreto College promotes educational opportunities, equality and knowledge to young people of different faiths whose beliefs are consonant with our key values of Freedom, Justice, Sincerity, Internationality, Excellence, Truth and Joy as a means whereby individual young people may shape a better future. It does this by providing accessible, high quality educational opportunities for young people regardless of their entry qualifications /disabilities or learning differences

Loreto is committed to supporting all SEND learners achieve the best outcomes in mainstream programmes of learning and endeavor to meet the needs of all students through individualised support in discussion with students and parents.

Named contacts for students with SEND

Principal: Peter McGhee

Deputy Principal (Student Services): Andrea Pritchard

Vice Principal (Curriculum): Mike Deasy

SENDCo: Kate Holden

Identification of Additional Needs

Application

We welcome applications from students who may have a physical or learning disability, a medical condition or mental health issue and recognise the rights of all learners to be treated fairly, regardless of disability. Every effort is made to meet individual needs and we employ our best endeavours to ensure that all students have equal access to the opportunities and experiences offered. Our Equality and Diversity Policy can be viewed on the website. Special educational provision will apply to any student disclosing a SEND, regardless of whether or not the student has an Education, Health & Care plan (EHCP).

Disclosure

The application form provides the first opportunity for students to disclose any additional needs. We subsequently interview all applicants individually and invite further discussion regarding current and anticipated support. We want the college experience to be both rewarding and successful and actively

encourage students to be completely open about their individual needs. The more information we have at point of application, the better we can plan ahead and prepare an appropriate support plan.

Further opportunities for disclosure exist:

- at the application interview
- at enrolment
- when completing the learning agreement in tutorial
- during individual interviews with tutors
- during monitoring reviews with staff
- via exams officers
- via the First aid room
- when arranging field trips
- at any point during the course

Transition

Pre-induction through increased networking with partner schools and outside agencies has improved early identification and subsequent support for students with special educational needs. A dedicated team works directly with schools to provide information and guidance to year 11 pupils within the school setting, delivering school assemblies aimed at improving the knowledge and skills of students in preparation for transition.

We are regularly invited to year 10 and 11 assessment reviews for pupils with SEND. Visits are made to schools once a student has formally accepted a place, to elicit pre-induction information before enrolment, to check that we have everything in place for a successful transition. We work in partnership with local schools to offer Year 10 'taster days' during the summer term; two Open mornings are held across October and November and provide a further opportunity to look around the college. To alleviate any concerns, the Academic Support team invite all year 11 pupils, who disclose a SEND on their application form, to a transition event in the summer term. Additional individual transition visits are accommodated wherever possible.

Assessment

A member of the Academic Support team will meet with students in the first few weeks following enrolment to discuss aspirations, individual needs and how to provide the support that will best suit the individual. This ensures that:

- individual needs are identified and agreed
- subject teachers and tutor are fully aware of specific requirements
- suitable provision is made to meet individual needs
- there is liaison with outside agencies if appropriate.

Range of support

At Loreto, there are many sources of help available:

- All students have a Head of Hall and a Personal Tutor who maintain an overview of academic progress, emotional health and well-being.
- Additional support and Access Arrangements for examinations are implemented by the Academic Support Team, in close collaboration with the Examinations Manager.
- If students experience difficulty with work, teachers are readily available in subject specific resource areas and many departments employ peer mentoring schemes.
- The Study Centre provides a quiet area for independent learning, access to individual and small group support and workshops.
- A Learning Mentor is available to assist with motivation, time management, personal organisation and generic study skills.
- The Student Bursary Fund aims to support young people who face the greatest financial barriers to continuing in education.
- Our Careers Advisers, are on hand to give individual help where necessary.
- The college employs three experienced Counsellors, available throughout the week to listen to concerns and help find a solution to any problems.

Involving students in planning support

Initial interview

If a student is identified as requiring additional support, information is collated from a range of sources: student, parent, previous educational provider and current teachers. If students fall behind with work we can provide additional resources for independent study, or suggest strategies to enhance progress. The initial discussion centres upon how we can best meet the needs of an individual, whilst ensuring that this is what the student actually wants. Details of the initial discussion are recorded; information is subsequently disseminated to other members of the college community via myloreto homepage. Support could include assistive technology or other specialist equipment, in-class assistance, a learning mentor, personal or mobility care.

Independent learning is encouraged; discussions regarding health and safety and increased responsibility for personal medication form an integral part of this initial interview.

Student Voice

The annual on-line evaluation enables students with disabilities to make a positive contribution to improvement plans by identifying barriers and prioritising disability equality initiatives. Loreto College invites students to work with the College Equality and Diversity Officer and participate in making positive change for the College. All students have the opportunity to become a student voice representative and work with the student council.

Communication with parents

The SENDCo or Head of Hall is the first point of contact for any concerns that parents may have concerning a young person with SEND. The SENDCo and Heads of Hall are available by telephone or email during the college day and meetings can be arranged at mutually agreed times if this would be more appropriate. At Loreto, we will continue to involve parents, guardians and carers in the vast majority of decisions.

A wide range of information is available on the college website, whilst the New Parents' Evening in September provides a valuable opportunity to ask questions face to face. Appointments can be made with individual teachers during Parent Consultation Evenings, which are held towards the end of the autumn and spring terms.

Monitoring Progress

Record Keeping – Plan & do

All students accessing additional support are monitored for progress by the Academic Support Team. Accurate records detail any additional or different provision utilised to meet the student's SEN and note progress towards specified outcomes. The Student record on myloreto includes information regarding disclosure, intervention and specialist support. This information is revisited at interim points throughout the course to evaluate and adjust support as appropriate. Regular liaison with Heads of Hall, tutors and subject specialists ensures continuity and consistency. This information is shared on the myloreto student homepage.

Review

The effectiveness of support and its impact on the student's progress is reviewed regularly. Formal monitoring occurs each term, with an opportunity for all students to discuss their progress with both subject teacher and personal tutor. This culminates in a written report and subsequent Parents' Evening. Loreto works with the local authority to carry out a formal annual review for students with EHC plans. This multi-agency review will focus specifically on the next steps for students and the support they need to prepare for adulthood.

Accessibility

Physical Access

All rooms are fully accessible for students with mobility impairment, through the provision of lifts. There are no restrictions on choice of curriculum; individual needs can be accommodated via sensitive timetabling. Copies of the site plan, which indicate the location of accessible toilet facilities and advised routes for wheelchair users, are available from reception; ramps have now been installed at all entrance

and exit points. A personal Fire Evacuation Plan is provided for all students who require this facility, which is agreed with the student in advance and made available to subject staff.

Equipment

We support the needs of students who require assistive technology on an individual basis, based on what is already being used. We have adjustable furniture and specialist I.T. software and hardware, fully supported by technicians within college.

Transport

Although there is no parking for students on the site, reserved disabled parking bays are available for Blue Badge holders by prior negotiation. If a student is unable to travel from home to college independently, it may be possible to arrange transport through the local Council.

A copy of the accessibility policy can be found here (link to be inserted)

Inclusion

We have an Enrichment programme at Loreto College, with a broad range of activities on offer, catering for all tastes. This includes:

- ⇒ Sport and Physical Activity
- ⇒ Music and Drama
- ⇒ Emotional Wellbeing
- ⇒ Voluntary work
- ⇒ Duke of Edinburgh Award
- ⇒ Model United Nations
- ⇒ Debate Club, to name but a few.

Trips, residential visits and work shadowing placements/projects include accessibility considerations as part of the planning process.

Preparing for Adulthood

Learners with disabilities are encouraged to develop their self-confidence by acting as worthy advocates and representatives of the College; a considerable number of students are involved in work experience placements and community participation.

Progression to Higher Education and work is supported and monitored at Loreto. The department provides support for DSA applications and liaison with HE Student Services as appropriate on behalf of individuals. Staff are available to help with Personal Statements and there are strong links with the Careers department via shared activities within the sphere of Student Services.

Tutorials

The tutorial programme contains a range of topics aimed at supporting the transition to adulthood:

- Higher education and/or employment
- Independent living
- Participating in society and contributing to the local community
- Being as healthy as possible in adult life.

Support and training for college staff

External services

The department has full access to external specialist services and expertise to support the learning of students with SEND. This includes CAMHS, EMERGE, specialist sensory services teams and associated health practitioners. In addition, we employ Educational Psychologists and a speech and language therapist.

In service training

The Academic Support team includes both support and teaching staff, who keep up to date with SEND developments and new legislation. There is a qualified SENDCo in College, a member of the Academic Support Team has completed the Certificate of Psychometric testing Assessment & Access Arrangements. Other members of the team have received specialist training in specific areas such as counseling, dyslexia support and mentoring. Developments in SEND are shared with all staff through INSETS.

The Local Authority Offer

Our contribution to the local authority offer can be found at:

http://files.loreto.ac.uk/Policies/Local_Offer.pdf

What to do if things go wrong

In the first instance, students are encouraged to speak to the Head of Hall or SENDCo to see if a problem can be resolved. Students can also speak to the Assistant Principals of Upper or Lower Sixth as appropriate. If the concern is not resolved, then students should follow the Complaints Procedure.

The Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds with learning difficulties or disabilities. A copy of the EFA's procedure for handling complaints is available on the gov.uk website.

This report has been written in conjunction with:

SENDCo

Deputy Principal (Student Services)

Vice Principal (Curriculum)

Date:

Review date: