

Loreto College

SEND REPORT 2022-2023

Mission statement

Loreto College promotes educational opportunities, equality, and knowledge to young people of different faiths whose beliefs are consistent 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. We do 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 to achieve the best outcomes in their programmes of learning and endeavours to meet the needs of all students through individualised support in discussion with students and parents/carers.

Preparing for Adulthood

Learners with disabilities and difficulties 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 Further and Higher Education and work placements 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 college's Careers department via shared activities within the sphere of Student Services.

Named Contacts for Students with SEND

Principal: Michael Jaffrain

Deputy Principal: Andrea Pritchard

Head of Inclusion: Debbie Hadfield

Identification of Additional Needs

We welcome applications from students who may have a physical or learning disability, a medical condition or mental health issue and we recognise the rights of all learners to be treated fairly. Every effort is made to meet individual needs and ensure that all students have equal access to the opportunities and experiences offered. Our equality and diversity policy can be viewed on our website. Special educational provision will apply to any student disclosing a SEND need, regardless of whether the student has an Education, Health & Care Plan (EHCP).

Disclosure

The application form provides the first opportunity for students to disclose any additional needs. College staff 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 we actively encourage students to be completely open about their individual needs. Detailed information received at application enables better planning and preparation of appropriate support plans.

Further opportunities for disclosure exist:

- College open days / taster day.
- Close liaison with Schools' SENDCos and careers departments.
- At the application interview.
- At enrolment.
- When completing the learning agreement in tutorial.
- Via Heads of Halls
- During individual interviews with tutors.
- During reviews with staff.
- Via exams officers.

- Via the first aid room.
- When arranging field trips.
- At any point during the course.

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

- Preparation for Higher Education, apprenticeships and/or employment.
- Independent living and money management
- Participating in society and contributing to the local community.
- Being as healthy as possible in adult life.

At Loreto College we aim to ensure that strategies and support are in place to enable all SEND students to access the curriculum and extracurricular opportunities as fully as possible, and to achieve the best possible outcomes.

Teaching staff, Tutors and Educational Support Assistants at Loreto College have experience of providing for a range of SEND including:

- Cognition and learning needs, such as dyslexia.
- Communication and interaction needs, such as high-functioning autism.
- Sensory and/or physical needs, including visual or hearing impairment and a variety of medical conditions.
- Social and emotional and mental health (SEMH) needs.

All reasonable efforts will be made by the college to ensure that students have access to support which meets their individual learning needs appropriately and ensures confidentiality in line with current legislation including the following:

- Education Act 1996
 - SEN Code of Practice 2001
 - Education Act 2002
 - Education and Inspections Act 2006
 - Education and Skills Act 2006
 - Equality Act 2010
 - Children and Families Act 2014
 - SEND Code of Practice July 2014
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- Loreto College will always do its best to ensure that the necessary provision is made for any student who has identified any special educational needs.
 - Loreto College staff will ensure that teachers in the college are able to identify and provide for those students who have any special educational needs, to allow them to access the same opportunities as other students in the college so far as is reasonably practical.
 - The staff and governors of Loreto Sixth Form College will endeavour to ensure that all students, including students in need of additional learning support, reach their full potential, are fully included within the college community and are able to make successful transitions from high school and into positive destinations.
 - The college supports all members of staff to provide positive and effective approaches towards the learning, progress, and achievement of all students, including SEND students.
 - All teachers are teachers of SEND students, teaching and supporting students is therefore a whole college responsibility, requiring an inclusive response.
 - The college will work in partnership with multiple agencies where appropriate to support the learning and progress of our students.
 - Loreto Sixth Form College is fully committed to welcoming students who meet the published entry requirements. In line with legislation and our inclusive ethos, we will endeavour to make '*reasonable adjustments*' where necessary and where possible, to allow all students, for whom Loreto Sixth Form College is the most appropriate institution, to access our full curriculum and engage in a study programme

which is designed to aid positive progression routes for all students. Individual needs and reasonable adjustments will be considered on a case-by-case basis.

Loreto Sixth Form College aims to ensure that:

- It provides the most appropriate SEND provision for our students' individual needs.
- Transition into the college from high school and out of the college to university or employment is managed and planned to allow a smooth and positive pathway for the student.
- All staff are aware of the early signifiers of any issues and are equipped to provide appropriate support for SEND students whom they teach and/or support.
- Staff are made aware of individual student's needs and any reasonable adjustments that are expected, which will enable them to meet those needs in the classroom.
- All students, including SEND students, are supported in an appropriate and supportive way to aid progression.
- The college works with students and their parents/carers to ensure that their views are listened to and considered.
- SEND students are offered an appropriate study programme that allows for a positive progression plan.
- All students, including SEND students, have equal access (wherever possible) to all college activities.
- The college engages with and works in partnership with external agencies where appropriate.

In accordance with The Special Educational Needs and Disability Code of Practice 2014, Loreto Sixth Form College will:

- Produce a written SEND policy and inform parents about the support available to SEND students.
- Ensure the Head of Inclusion will address new parents at information evenings and the team will be available to discuss individual concerns at parents' events, open days, etc.
- Ensure all new students are given the opportunity to declare their needs at application, enrolment, transition, EHCP Reviews and through self-referrals to Additional Learning Support.
- Use information collected from high schools, parents, students, and other external agencies to provide the most appropriate support for each student. Students and parents/carers will need to give permission for this data to be shared at enrolment.
- Work with parents/carers to ensure that all support provided is understood and positive.
- Ensure that parents/carers have knowledge about the SEND provision that the college makes, through the Local Offer and the college website.
- Ensure that teachers in the college are aware of the importance of identifying and providing for SEND students through inclusive, high-quality teaching.
- Be ambitious and supportive about the aspirations of our students at all levels.

Transition to college

The Additional Learning Support team, under the direction of the Head of Inclusion are involved in transition planning between schools and the college to identify, plan for and ultimately meet students' needs and ensure a successful transition into the college. A member of the Additional Learning Support department will visit in school, where appropriate, all students who disclose any additional need. A bespoke and personalised transition will be in place for students who have high needs or an EHCP. Students who disclose at interview or subsequently will be invited to:

- Discuss their needs at enrolment to the college.
- Visit the college.
- Complete an initial assessment with staff.

Supporting students moving into HE/FE or employment and preparing for adulthood

- All students receive support in preparation for employment or progression to higher education or apprenticeships.
- All students are offered a careers appointment; SEND students are prioritised.
- For those students applying to higher education, staff are available to discuss and support them with their application and personal statement.
- Students are made aware of the application process for the DSA (Disabled Students' Allowance) and Additional Learning Support staff can support the students through this process to ensure a smooth transition into higher education.
- Individual liaison is also maintained between the college and support departments at university and FE institutions or employers.
- Students' needs can be outlined in references where appropriate to ensure a smooth transition with support planned.
- ALS support will attend careers meetings for every student with an EHCP and any student who requests staff attendance.
- Future plans are discussed with students at each termly review, at parents' evenings and EHCP annual reviews.

Assessment

A member of the Additional Learning 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, agreed and shared with relevant staff.
- Subject teachers and tutors are fully aware of specific requirements.
- Suitable provision is made to meet individual needs.
- There is liaison with outside agencies if appropriate.

Support offered

- When a student has significant gaps in terms of their actual progress or access to learning, and when these difficulties can be ascribed to an identifiable learning need, the student will be placed on the SEND register so that they are able to make greater progress with SEND support.
- All new students who have declared a SEND need on their application form, during enrolment or in the first term will be invited to a meeting with the Additional Learning Support team.
- This meeting will be used to identify strengths/potential issues for students and a range of learning strategies will be shared with curriculum staff through myLoreto to inform teaching practice and support strategies.
- Where relevant, students will have a support plan which identifies their needs, strategies and interventions to be used to support their progress. This will be regularly reviewed with the student and with parents/carers and teachers.
- Across the curriculum, a range of fully inclusive teaching strategies are employed as appropriate. Specific CPD is regularly provided on specialist areas such as ASD and dyslexia by the Head of Inclusion. Students in need of additional support can be referred to Additional Learning Support where they will be assessed, and support put in place and shared as appropriate.

Appropriate support may include:

- Assistive technology.
- Support for SPLDs by Specialist Support Teacher.
- In-class support including note-takers.
- One-to-one and small group learning support.
- Accessible information including enlargements, coloured handouts and overlays.
- Equipment loan: laptops, reader pens, etc.
- Personal care (or access to it).

- Specialist supportive technology, e.g. Read and Write software.
- Organisational management.
- Revision workshops.
- Anxiety/emotional support.
- Exam Access Arrangements, specific to the student's medical needs or learning needs, which reflect their normal way of working.
- Use of a lift pass or timeout.

How much support is offered?

The SEND register comprises of two categories. The highest category of need is those students who have an EHCP. These students require additional resources for which funding is made available. Decisions about the support required by the individual student will be taken at the EHCP review meetings to which the Head of Inclusion, parents/ carers, student, outside agencies (including Health and Social Care) and other named individuals will be invited.

Some students will have additional needs that require extra support, but this support will be at a level below that of an EHCP. These students will be identified as receiving 'SEND Support' and they form the second category of students whom we place on the SEND register. Students in this category may have a support plan which summarises their needs to teachers as well as identifying strategies that can usefully be adopted in the classroom; all students on the SEND register have a support plan which highlights important strategies for Quality First Teaching. Strategies within the support plan / ILPs will be regularly reviewed.

Students' needs on the SEND register, whether at the level of EHCP or SEND Support, will be categorized according to the four following areas of need:

- cognition and learning.
- communication and interaction.
- sensory and/or physical.
- SEMH.

See SEND Code of Practice (2014)

Involving students in planning support

Initial interview

If a student is identified as requiring additional support, information is collated from a range of sources: conversations with the student, parent/carer, 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 the student's my Loreto log page. 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 online 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, Diversity and Inclusion Officer and participate in making positive change for the college. All students have the opportunity to become A Student Voice Representative and stand for/work with the Student Council.

Communication with parents

The Head of Inclusion or a student's Head of Hall is the first point of contact for any concerns that parents/carers may have concerning a young person with SEND. The Head of Inclusion and Heads of Halls 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 value our partnerships with parents/carers and will continue to involve parents/carers in the vast majority of decisions around students during their time at the college. A wide range of information is available on the college website, whilst the Parents' Conference for parents/carers of new students in September provides a valuable opportunity to ask questions face-to-face. Appointments can be made with individual teachers during Parents' Evenings, which are held in the autumn and summer terms.

Support and training for college staff

External services

The college 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 2 internal Ekklan communicators for speech and language

The faculty includes both support and teaching staff, who keep up to date with SEND developments and new legislation. There is a qualified Head of Inclusion in college, a member of the 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 Autism, ASD, dyslexia support and mentoring. Developments in SEND are shared with all staff through INSETS and regular briefings. The Head of Inclusion and Additional Learning Support team are readily available to offer support, advice and expertise to teaching staff to enable them to effectively meet the needs of their students.

Evaluating the success of the SEND provision

The following quantitative and qualitative indicators will provide evidence of the impact of this policy:

- Annual success rates for SEND students.
- Annual comparative success rates in learner groups.
- Individual tracking and monitoring records.
- Student feedback via various channels.
- External stakeholder feedback.
- Effective deployment of resources to the students who need it.

The Local Authority Offer Our contribution to the local authority offer can be found at: <https://files.loreto.ac.uk/Policies/Local Offer.pdf>