



ST BRENDAN'S
SIXTH FORM COLLEGE

Faith in Learning

Special Educational Needs and Disability Information Report

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The Learning Development Team

<u>Name</u>	<u>Position</u>
Kerry Mullinder	Head of Learning Development and Safeguarding
Jennifer Phillips	Learning Development Team Manager
Jon Davy	Senior Learning Support Assistant (safeguarding officer)
Kathy Anderson	Numeracy Intervention Lead
Jean Lee- Wright	Literacy Intervention Lead
Vanesa Campillo Lopera	Access Arrangements Coordinator
Ria Thordarson	Learning Development Administrator
David Brennan	Learning Support Assistant
Klaudia Cooper	Learning Support Assistant
Jane Hickery	Learning Support Assistant
Manjit Kaur	Learning Support Assistant
Mark Lock	Learning Support Assistant
Jo MacLennan	Learning Support Assistant
Rob Mullett	Learning Support Assistant
Julie Page	Learning Support Assistant
Sharon Rainbow	Learning Support Assistant
Rebecca Stockdale	Learning Support Assistant
Clare McLaughlin	Welfare Support Assistant (3 days)
Alex Moate	Counsellor (3days)

Introduction

At St Brendan's Sixth Form College we are committed to supporting all students with additional needs. We try to promote equality and diversity in the college, to value everyone's unique contribution, and to make sure that all of our academic and social provision is inclusive. There is no stigma attached to the Learning Development area-it is open to, and accessed by, all students, so it is never obvious who has a label of 'SEND' and who doesn't.

Identifying and assessing SEND

Additional needs can be considered under four broad areas:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.

4. Sensory and/or physical

The College will ask about any additional needs during the application and enrolment process and this will be followed up with an initial needs assessment with the Learning Development Team Manager. Information will be requested from schools if there is any formal paperwork, such as Educational Psychologist reports, Learning Difficulties Assessments. Some schools will invite the college in for a transition review in year 11. If the young person had no additional support at school, but their initial assessment or their teacher raises any concerns that they may need support, they will be assessed by the Learning Development Manager. A dialogue will also take place with parents/carers, who can raise concerns about support at any time with the Learning Development Team Manager or the young person's Academic Mentor.

The Learning Development Team will take responsibility for providing additional support. They will undertake an initial needs assessment and agree the support strategies to be deployed with the teachers concerned, and the young person. They will regularly review with the student whether the support is meeting their needs.

Support can be provided individually in class by a Learning Support Assistant (LSA) if the student receives High Needs Funding agreed by the Local Authority.

Small groups can also be set up to support students with their literacy and numeracy. For all other students, the Learning Development Area (Room B101) is open during the college day and any students can come to seek help at any point with particular issues.

As this is a college and not a school, we aim to empower our students to be able to ask for help when they need it, rather than to impose it, and to be more in control of the support they receive, in order to prepare them better for adulthood.

Social Emotional, Mental Health

All students at St Brendan's have an Academic Mentor who reviews their progress with them on a 1:1 basis and also sees them for tutorials. You can contact them at any time if you have any concerns, and you will be invited to a New Parents/Carers' Evening in October to meet the AMs.

The Learning Development Team will support any young person if they have any mental health issues such as self-harm, anxiety, depression etc. They can also arrange for students to see a Counsellor or the Welfare Officer who work several days a week at the College, or to join a drama therapy group.

Bristol Drugs Project offers a drop in service for anyone affected by alcohol or drug misuse in the family. We can refer students to external agencies such as Off the Record for counselling or other support if necessary.

Definition of Terms

Key Contact: Jon Davy

CIC- Children in Care-A child who is being looked after by their local authority is known as a child in care. They might be living:

- With foster parents
- At home with their parents under the supervision of social services
- In residential children's homes
- Other residential settings like schools or secure units.

They might have been placed in care voluntarily by parents struggling to cope. Or, children's services may have intervened because a child was at significant risk of harm.

Key Contact: Jennifer Phillips

EHCP- Education Health Care Plan- This means that students have a statement of Special Educational Needs or a new Education Health Care Plan. This is a legal document that states the diagnosed needs of the student and the support the school must put in place to meet their needs.

HNF- High Needs Funding-supports provision for pupils and students with special educational needs and disabilities (SEND) from their early years to 25.

K- SEND Support- These students have been recognised because their needs require specific differentiation and/or external services will be involved.

TUF- Top up Funding-If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block.

Working with parents and young people

We take a lead from the student as to the level of involvement of parents/ carers on a day to day basis, and try to support students to take responsibility for their own learning. However, all parents/carers are invited to Progress Evenings and formal reviews. You will also be able to access live data about your young person's attendance and academic progress through the Parent Portal, and you will receive three formal reports a year. In between, you can ask to see or speak to their Academic Mentor who can liaise with teachers, or you can contact a particular teacher directly.

Any concerns about support for a student with additional needs can be directed to the Learning Development Team Manager by phone or email.

Parents/carers also have access to information through their specific pages on the website and are asked to complete an annual survey, which is followed up if any concerns are raised.

Access Arrangements

Key Contact: Vanesa Campillo Lopera

Some students require Access Arrangements in order to access tasks in lessons and exams in GCSE's, Access to level 3, A-Level and BTEC's.

Access arrangements are put in place to make it fair for all students and remove any disadvantages they may have. **Access Arrangements must reflect the normal way of working in lessons.**

There are a range of Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (typically 25%)
- Reader
- Scribe
- Word-processor

The designated officer makes applications at the start of Year 12 for students that require Access Arrangements. Information is collected by the designated officer in partnership with teachers, in class support staff and previous educational settings. This must show:

- Evidence of need
- History of need
- The Access Arrangement being applied for is that student's normal way of working in college.

If a parent or teacher feels that a student is disadvantaged in a particular area and feels they would benefit from having an access arrangement subject they need to speak to the designated officer about this. The designated officer will then investigate this further and discuss their findings with the teacher and parents. In all cases written evidence in support of applications must be provided and must cover the dates appropriate to the claim.

Transition into Higher Education or alternative placement

Key Contact: Kerry Mullinder

The Learning Development Team Manager will meet with any young people with additional needs we know about through the interview process or information from the Local Authority or a school, prior to enrolment, to make sure that we can meet their needs and make any adjustments that are required. If we are made aware of any transitional or Statement (Education Health Care Plan) reviews at schools for students who intend to join us, we will attend them. All students with additional needs have an initial assessment of their needs and a plan of appropriate strategies is shared with the student, their teachers and any Learning Support Assistants working with them.

Throughout the time that they are with us, we start to prepare students for transition to the next stage of their life. There is a significant amount of support for the UCAS process and liaison with universities over Disabled Students' Grants and meeting their needs if required. We also hold Careers' Fairs, HE and Apprenticeship Evenings and support students to attend a range of career related activities during the year. We have an in-house Information, Advice and Guidance Officer who will meet students on an individual basis to discuss their transition, and can give careers' advice. We also support students to access any external opportunities such as Widening Participation events, summer schools etc.

Glossary of Terms

Abbreviation	Meaning
CAMHS	Child Adolescent Mental Health Services
CIC	Children In Care
DSA	Disability Support Allowance
EHCP	Education, Health and Care Plan
HNF	High Needs Funding
K	SEND support students
LAC	Looked After Children
LD	Learning Development
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
TUF	Top Up Funding
YES	Youth Employment Service

Links to further information and support

DFE SEND Code of Practice: 0-25	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DFE SEND: guide for parents and carers	https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
Bristol's Local Offer	http://www.findabilitybristol.org.uk/pages/home/what-is-the-bristol-local-offer
Supportive Parents: Supporting families of children with SEND	http://www.supportiveparents.org.uk/services-in-n-somerset/
St Brendan's Sixth Form College Key Policies	http://www.stbrn.ac.uk/info/parents-and-carers/key-policies/
St Brendan's Sixth Form College Local Offer	https://www.bristol.gov.uk/documents/20182/239525/Bristol+Post-16+Directory+for+Sept+2016_0_0_0.pdf/62b0ebfe-cbf8-4a93-9035-886d3297d812