

Policy

Special Educational Needs and Disabilities

Approved by:	Board of Trustees
Date:	Autumn term 2026
Review Date:	Autumn term 2027
Relating to:	 DURHAM SIXTH FORM CENTRE

Contents

1. Policy Introduction and Purpose Statement	4
2. Legislation and Guidance	5
3. Definitions	6
Special educational needs	6
Disability	6
SEND and medical needs	7
4. Key Roles and Responsibilities	7
Board of Trustees	7
SEND Link Governor	7
Director of Student Support	8
Vice Principal	9
Access Arrangements and EHCP Coordinator	9
Class Teachers	9
Parents/Carers	9
5. SEND Provision	10
SEND Information Report	10
Admissions Arrangements	10
Identification and Assessment of Students' Needs	10
Communication and consultation with parents/carers	10
6. Teaching and Learning	11
The graduated approach to SEND support	12
Transition and beyond	12
School-based SEND support	13
Students with Education, Health and Care Plans (EHCP)	13
7. Quality assurance and evaluation of provision	13
8. Attendance	14
9. Safeguarding	14
10. External Agencies and Partnerships	14
11. Accessibility	14
12. Resources	15
13. Feedback and Complaints	15
14. Record Keeping	15
15. Monitoring	15

Links with other policies

This Policy is linked to:

- Accessibility Plan
- Admissions Arrangements
- Climate for Learning and Attendance Policy
- Complaints Procedure
- Equality Information Policy
- Equality Objectives Action Plan
- Safeguarding (Child Protection) Policy and Procedures
- SEND Information Report
- Supporting Students with Medical Conditions
- Teaching, Learning and Assessment Policy
- Statement of Intent - CEIAG
- Statement of Intent - Curriculum
- Statement of Intent - Disadvantaged
- Statement of Intent - Inclusion
- Statement of Intent - Most Able

Please note, this is not an exhaustive list and does not include all school specific policies.

APPROVED

1. Policy Introduction and Purpose Statement

- 1.1. We have high expectations of all of our students and aim to ensure that we provide them with a high quality education and effective support so that they are able to maximise their potential both academically and personally.
- 1.2. We believe in creating an inclusive learning community in which diversity is celebrated and valued, and where the needs of individual students are recognised and supported. Our learning environment recognises achievements and celebrates the successes of all young people.
- 1.3. As an integral part of our inclusion and equal opportunities agenda we endeavour to actively cater to the needs of our students with special educational needs and disabilities (SEND). We achieve this by making reasonable adjustments to teaching, the curriculum and, where possible, the school environment to make sure that students with SEND are included in all aspects of school life.
- 1.4. We are committed to providing high quality teaching and learning, as well as excellent support, care and guidance for all students. We recognise that every student is an individual who may have a variety of educational and personal needs.
- 1.5. We aim to support every student in an inclusive learning environment which provides them with the opportunity to achieve their potential by identifying need, providing appropriate support and removing barriers to learning.
- 1.6. We aim to encourage all students to become confident and resilient individuals who can make a successful transition into adulthood and progress to positive and meaningful destinations including employment, further or higher education or training.
- 1.7. In order to provide a high quality provision for our students with SEND we aim to:
 - Identify students with SEND.
 - Create a comprehensive profile of this cohort to inform the provision offered.
 - Ensure the identified students have access to high-quality pastoral support, which will include but is not exhaustive of the following additional support for students with SEND:
 - A dedicated Progress Tutor.
 - A one-to-one meeting with their Progress Tutor at the beginning of Y12 to ensure they have settled in well, are engaging positively in the curriculum and have attendance in line with school expectations of 95%+.
 - The development of an Individual Support Plan or the implementation of an Education, Health and Care Plan (EHCP), as appropriate, which is reviewed in line with statutory requirements (three times per year).
 - Support in overcoming any barriers to learning and bespoke support in order to ensure they have a positive experience of learning, are retained in education and achieve positive outcomes.
 - Provision of a dedicated SEN Hub for students who need time out during breaks, lunches and study periods.
 - Provision of a dedicated space for students to access a quiet, supervised space for supported study.
 - Access to a Student Support Mentor, where applicable.
 - Employ a specialist team of colleagues to support students with SEND, including a Director of Student Support, an Access Arrangements and EHCP Coordinator and Student Support Mentors.
 - Raise the profile of students with SEND with subject teachers to ensure they know which students have SEND within their teaching groups and what support they require.
 - Provide quality first teaching inclusive of the needs of every student including supporting those with SEND.

- Conduct bespoke teaching and learning monitoring of students with SEND to inform our provision including targeted learning walks/trails; student voice (which includes a focus on whether students feel safe, valued and included in the school community) and work scrutiny, sharing the good practice which exists in the school.
- Track and monitor the progress of students with SEND at regular data capture points and intervene accordingly.
- Ensure that robust systems are in place and monitored to ensure students with SEND do not feel directly or indirectly discriminated against, harassed or victimised.
- Promote enrichment activities which complement teaching and help identify students' talents/interests.
- Track the engagement of students with SEND in these enrichment activities to encourage a strong take up.
- Monitor the retention data of students with SEND to identify if any in-school gaps exist so that we can investigate the reasons for this and address them as appropriate.
- Monitor the attendance data of students with SEND to identify if any in-school gaps exist so that we can investigate the reasons for this and address them as appropriate.
- Provide bespoke progression support for students with SEND, via a named Progression Lead, to ensure that they have the information, support and encouragement they need to make confident, possibly aspirational but always informed applications to universities, apprenticeships and/or employers, including to the most competitive providers, where appropriate.
- Support students with SEND to access workplace encounters and work experience.
- Promote access to university support to identified students e.g. Newcastle University Partners scheme supports students in receiving contextual offers which are lower than the typical offer.
- Monitor the destination data of students with SEND to identify if any in-school gaps exist so that we can investigate the reasons for this and address them as appropriate.
- Make sure the SEND Policy is understood and implemented consistently by all staff.

2. Legislation and Guidance

2.1. This Policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(SEND COP\)](#), [Keeping Children Safe in Education](#) and [Working together to improve school attendance](#). This Policy is also based on the following:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for Education, Health and Care Plans (EHCP), the Special Educational Needs and Disabilities Information Report and SEND co-ordinators (referred to as the 'Director of Student Support' at Durham Sixth Form Centre).
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for students with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out schools' responsibilities to eliminate discrimination, harassment and victimisation and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it.
- The [Academy Trusts: Governance Guide](#), which sets out Governors'/Trustees' responsibilities for students with SEND.
- [Special educational needs \(SEN\) and disabilities: guidance for school governing boards](#), which supports governing boards' understanding of their role and responsibilities in relation to children and young people with SEND.
- The Providence Learning Partnership Funding Agreement and Articles of Association, available on the Trust's website [here](#).

3. Definitions

Special educational needs

- 3.1. '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' (SEND COP, p15).

Disability

- 3.2. Somebody is disabled under the Equality Act 2010 if they have 'a physical or mental impairment' which has a 'long-term' and 'substantial' adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010, part 2, chapter 1, section 6 (para. 1)).
- 3.3. The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular need at the relevant time.

Area of need	Description
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students with Autism often have needs that fall into this category.
Area of need	Description
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties. • Severe learning difficulties. • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Area of need	Description
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder. • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Area of need	Description
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.

- A physical impairment.

These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

SEND and medical needs

- 3.4. We recognise that students with medical conditions should be properly supported to enable them to fully access all parts of the curriculum. These arrangements are detailed in our Climate for Learning Policy (available on our website [here](#); see Section 11 Fit to Study).
- 3.5. It is worth noting that a student who has a medical condition may not necessarily have SEND but there may be some overlap of provision. Where this student also has SEND, support for their needs **may** be co-ordinated and planned alongside their Individual Healthcare Plan (IHP) (if an IHP is deemed appropriate and not disproportionate) or a Fit to Study Plan.
- 3.6. Any student who has a medical condition can also be disabled and, where this is the case, the school complies with its duties under the Equality Act 2010.

4. Key Roles and Responsibilities

Board of Trustees

- 4.1. The Board of Trustees is accountable for effective planning to ensure key duties, including SEND duties, are met.
- 4.2. This Policy is reviewed and approved by the Board of Trustees at least annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
- 4.3. The Board of Trustees, including through monitoring the Local Governing Board, ensure:
 - That effective provision is in place in the school for students with SEND, including a clear approach to identifying and responding to SEND.
 - That the school promotes an inclusive culture.
 - Monitoring of the progress and development of students with SEND.
 - That reasonable adjustments are made for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
 - That arrangements are in place in the school to support students with medical conditions.
 - That staff have the expertise needed to support those with SEND.
 - That necessary steps are taken to ensure that students with disabilities are not discriminated against, harassed or victimised.
 - Regular monitoring and approval of the school's policies and procedures, including reviewing their impact on students with SEND.
 - Approval of Trust complaints procedures, ensuring they are shared with parents/carers and students via the school website.
 - That the Safeguarding Policy addresses additional safeguarding challenges that students with SEND may face.
 - That the school publishes information on their website about how it is implementing the SEND Policy, in a SEND Information Report.

SEND Link Governor

- 4.4. The SEND Link Governor:
 - Helps to raise awareness of SEND issues at Local Governing Board meetings and champions the school's support for students with SEND.
 - Monitors the quality and effectiveness of SEND provision within the school and updates the Local Governing Board/Board of Trustees as appropriate.

- Ensures that the Local Governing Board/Board of Trustees has the information needed for assurance about the school's practice.
- Works closely with the Vice Principal, the Director of Student Support and the Access Arrangements and EHCP Coordinator to determine the strategic development of the SEND Policy and provision in the school.

4.5. The SEND Link Governor is to be confirmed, following the first meeting of the Local Governing Board in the autumn term of each academic year.

Director of Student Support

- 4.6. Although we believe that all colleagues have an important role to play when supporting students with SEND, we do have a specialist Student Support Team in place which is led by our Director of Student Support.
- 4.7. The Director of Student Support, working closely with the Access Arrangements and EHCP Coordinator:
- Liaises with students and parents/carers about student's needs and any provision made.
 - Works with the Vice Principal and SEND Link Governor to determine the strategic development of the SEND Policy and provision in the school.
 - Works in partnership with the Health & Wellbeing Lead in regards to support for students with disabilities, medical conditions and mental health conditions.
 - Has day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provisions made to support individual students with SEND, including those who have EHCPs.
 - Provides professional guidance to colleagues and liaises and works with staff, parents/carers and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching.
 - Advises on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students.
 - Advises on the deployment of the school's resources to meet students' needs effectively.
 - Is the point of contact for external agencies and works with external agencies to ensure that appropriate provision is provided.
 - Liaises with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned.
 - Ensures when a student moves to a different school or institution, that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution, in a timely manner.
 - Works with the Vice Principal, Principal and Local Governing Board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Ensures that the school keeps its records of all students with SEND up to date and accurate.
 - Works with the Vice Principal to identify and monitor any staff who have specific training needs regarding SEND, and incorporate this into the school's plans for professional development.
 - Works with the Vice Principal to regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operates with the Local Authority (LA) in reviewing the provision that is available locally and in developing the local offer.
 - Prepares and reviews information for inclusion in the school's SEND Information Report, along with any updates to the SEND Policy.
 - Works with the Vice Principal and teaching staff, to identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and uses these to reflect on and reinforce the quality of teaching.

Please note: The above list is not an exhaustive description of all responsibilities.

- 4.8. Any queries about the information contained in this document should be directed to the Director of Student Support in the first instance: **Stephen Joel** - stephen.joel@durhamsixthformcentre.org.uk

Vice Principal

- 4.9. The Vice Principal, **Lee Bone**, Senior Leadership Team (SLT) lead:
- Works with the Director of Student Support and the SEND Link Governor to determine the strategic development of the SEND Policy and provision within the school.
 - Works with the Director of Student Support, the SEND Link Governor, Governors and Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Has responsibility for, and awareness of, the needs and provision for students with SEND in the school and their progress.
 - Makes sure that the Director of Student Support has enough time to carry out their duties.
 - Advises the LA when a student needs an EHCP needs assessment, or when an EHCP needs an early review.
 - Works with the Director of Student Support to monitor and identify any staff who have specific training needs regarding SEND, and incorporates this into the school's plan for continuous professional development.
 - Works with the Director of Student Support to regularly review and evaluate the breadth and impact of the SEND support the school offers or can access.
 - Works with the Director of Student Support and teaching staff to identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and uses these to reflect on and reinforce the quality of teaching.

Access Arrangements and EHCP Coordinator

- 4.10. The Access Arrangements and EHCP Coordinator works closely with the Director of Student Support to implement the SEND Policy and specifically:
- Coordinates all access arrangements.
 - Oversees support for students with an EHCP
 - Champions and advocates for students with SEND to support them to excel.

Class Teachers

- 4.11. Each class teacher is responsible for:
- Planning and providing high-quality teaching (quality first teaching).
 - Being aware of the students with SEND in their classes.
 - Reading and enacting information/strategies in Individual Support Plans/EHCPs.
 - The progress and development of their students.
 - Ensuring they follow this SEND Policy and the SEND Information Report.
 - Communicating with parents/carers when necessary and where issues arise.

Parents/Carers

- 4.12. Parents/carers of a student with SEND:
- Should inform the school if they have any concerns about their child's progress or development.
 - Will always be given the opportunity to provide information and express their views about their child's SEND and the support provided.
 - Are able to participate in discussions and decisions about this support.
- 4.13. In addition, the school will take into account the views of the parents/carers in any decisions made about the student.

5. SEND Provision

SEND Information Report

- 5.1. The school publishes a SEND Information Report on its website, available [here](#), which sets out how this Policy is implemented in the school.
- 5.2. The SEND Information Report will be updated at least annually and as soon as possible after any changes to the information it contains.

Admissions Arrangements

- 5.3. At Durham Sixth Form Centre (DSFC) we strive to ensure equal opportunity by offering places to all applicants including those who have an EHCP provided that they meet the minimum entry requirements and we are certain that we are able to meet individual needs and have sufficient staffing, resources and capacity to do so. Please see our Admissions Arrangements, available [here](#), for more details including entry requirements.

Identification and Assessment of Students' Needs

- 5.4. All applicants and their parents/carers have a number of opportunities to declare any important information. This might include, but is not limited to, any learning needs and disabilities, if they are considered vulnerable, have a medical condition or anything else which may affect their learning.
- 5.5. The opportunities to declare this information include:
 - On the initial application form.
 - During a transition interview (which parents/carers can also attend) or school visit by the DSFC team.
 - At Open Evenings, where specialist staff, including the Director of Student Support, are available.
 - At enrolment, which again also includes a one-to-one meeting.
- 5.6. Information in relation to SEND is also collected during transition meetings which take place between our Pastoral Team and Heads of Year/Pastoral Teams in many of our partner schools prior to enrolment. This supports information gleaned from Common Transfer Files (CTF), which are sent from partner schools when students enrol at our school.
- 5.7. Collection of this information allows us to liaise with prospective students, their secondary school and parents/carers to ensure the student's study programme is appropriate, that any additional support is carefully planned and that the transition to DSFC is as smooth as possible.
- 5.8. This may also involve partnership work with external agencies. This is one of the reasons why we expect prospective students and their parents/carers to be open and honest with us about a student's additional needs at the earliest opportunity.
- 5.9. It is important that the student or parents/carers provide evidence of need in relation to a formal diagnosis.
- 5.10. We understand that some students' needs may only become apparent after a student has embarked upon a study programme with us. If this is the case, our subject teams will work with the student, specialist staff and parents/carers to identify and address emergent needs in situations where it is suspected that a student is having difficulty because they may have a special educational need, disability or be considered vulnerable.

Communication and consultation with parents/carers

- 5.11. Our school puts the student and their parents/carers at the heart of all decisions made about special educational needs provision.

- 5.12. We engage in regular communication with the parents and carers of students with SEND.
- 5.13. Review Meetings for students with an EHCP to discuss progress are held in line with statutory guidance including the [SEND Code of Practice](#) and parents/carers are invited to attend. These conversations ensure that everyone develops a good understanding of the student's areas of strength and development, that we are aware and take into account any concerns that parents/carers have, that everyone understands the agreed aims sought for the student and that everyone is clear on the next steps.
- 5.14. Parents/carers should inform the school if they have any concerns about their child's progress or development.
- 5.15. Parents/carers are also encouraged to attend Subject Consultation Evenings (SCEs) to discuss student progress with teaching staff.

6. Teaching and Learning

- 6.1. Our school offers a broad curriculum with a number of different study programmes which we believe should meet the needs and ambitions of all of our students. Quality First Teaching underpins these programmes. Students must opt for three Level 3 courses and CORE in order to be classified as a full time student.
- 6.2. We are able to offer students flexible, bespoke study programmes within which they can combine A-level and vocational Level 3 courses, enabling them to follow an individualised programme which is most suited to their needs, ability and future outcomes.
- 6.3. We are also committed to providing high-quality, inspirational teaching and learning for all students; this is quality first inclusive teaching that each student will receive from their subject teacher and may include some minor adaptations to match the specific needs of individual students.
- 6.4. We provide timely and ongoing professional development as is relevant and appropriate for all staff, ranging from new staff induction through to specialist training to ensure that teachers meet the needs of students with SEND.
- 6.5. The Director of Student Support and Vice Principal continuously monitor to identify any staff who have specific training needs regarding SEND and incorporate this into the school's plans for continuous professional development.
- 6.6. Where high-quality teaching, which is differentiated and personalised, does not meet the individual needs of the young person, we will endeavour to put additional provision in place as appropriate.
- 6.7. This may include:
- Assessment of the student's needs by bringing together all relevant information from the school, from the student and their parents/carers and from those working with the student.
 - Discussing all the relevant information gathered with the student and their parents/carers.
 - Planning for an implementation of support or intervention that is designed to meet the individual student's needs and aspirations.
 - Access to the Student Support Team (e.g. Director of Student Support, Access Arrangements and EHCP Coordinator, Student Support Mentor or the Health & Wellbeing Lead).
 - Offering one-to-one study support in the SEN Hub (e.g. working with the Student Support Mentor).
 - Access to the in-house counselling and mentoring services.
 - Testing for, and implementation of, any approved access arrangements for examinations (e.g. extra time, word processors, coloured overlays, larger font, reader or scribe).
 - Assistive technology e.g. the use of a laptop in class and for examinations.

- Access to a quiet area.

The graduated approach to SEND support

6.8. Where a student is identified as having SEND, support is delivered through successive rounds of a 4-part cycle known as the graduated approach. We will assess the student's needs, plan for it, provide intervention to support with the removal of any barriers to learning and review the impact on the student's progress towards their outcomes, as outlined below:

- We will assess a young person's needs at interview, upon enrolment and as they arise throughout the year, if applicable.
- We will plan the provision to support meeting the outcomes in their Student Support Plans and EHCPs, including the commitment of associated funding, where appropriate.
- We aim to put the provision in place to support meeting those outcomes.
- We will review the support and progress at Subject Consultation Evenings, following the publication of Progress Indicator Letters, mock examination results and external examinations, as well as at Review Meetings.

6.9. At Review Meetings, we will:

- Discuss with the student and parents/carers the impact and success of the intervention and support.
- Consider the student's progress and any changes to their ambitions and aspirations.
- Plan for any changes to the type and level of support as assessed from the evidence, as the need arises.

Transition and beyond

6.10. Our school recognises that, whilst it can be very exciting to embark on a new learning journey in a new environment, for some students the transition can be quite a challenge.

6.11. In order to support students to make a positive transition to the school, we offer a range of support, where appropriate. For example:

- We provide opportunities for students and their parents/carers to talk with the Student Support Team at Open Evenings.
- We offer either an interview (which parents/carers can attend) or a school visit by the DSFC team. This provides opportunities where students with SEND can inform us of, and discuss, their individual needs.
- We make provision for one of our Student Support Team to attend one-to-one transition interviews, if we are aware of the student's needs in advance.
- We provide additional support for SEND/vulnerable students at our annual taster day.
- We will organise separate support meetings with a member of the Student Support Team to discuss any individual needs, if required.
- We can attend, if appropriate, Review Meetings from Year 11 onwards for students with an EHCP who are seriously considering DSFC as their next step and who are on track to achieve grades which meet our entry criteria.
- We can provide opportunities which enable students with SEND or those considered vulnerable to familiarise themselves with the environment and gain some experience of daily life at the school through smaller transition events led by the Student Support Team.
- We can organise separate support meetings with a member of the Student Support Team to discuss any individual needs, if required.

6.12. We also recognise that some students with SEND or those considered vulnerable may need additional support with transition to higher education, apprenticeships or employment. They may also need support in securing relevant experience to make such transitions. We will make this explicit in their planning and support.

- 6.13. All students with SEND are supported by a named Progression Lead who supports each student with their progression plans. Our Progression Manager works closely with the Director of Student Support and takes responsibility for ensuring that the most appropriate Progression Lead is matched to each student based on their interests, providing bespoke support.

School-based SEND support

- 6.14. Students receiving SEND support will be placed on the SEND Register. On the census these students will be marked with the code 'K'.

Students with Education, Health and Care Plans (EHCP)

- 6.15. We recognise that it is important to carefully plan transition for students who have complex needs. We work in partnership with the Local Authority Improving Progressions of Young People Team 13-25 and partner schools to ensure that we are able to fully meet the needs of students with an EHCP.
- 6.16. The Plan is a legal document that describes the needs of the student, the provision that will be put in place and the outcomes sought.
- 6.17. In addition to our transition support outlined above, we expect that a prospective student with an EHCP would:
- Attend transition events i.e. Open Evening in April Year 10 and/or October Year 11.
 - Make a formal application to DSFC and meet relevant entry requirements.
 - Meet with our Director of Student Support to discuss possible options and the support required.
 - Invite our Director of Student Support to attend the Year 11 EHCP Review Meeting, to discuss the outcomes and support required.
- 6.18. We are committed to attending these meetings to ensure that the support and staffing are in place to fully implement the EHCP and ensure that students can make a successful transition to our school. On the census these students will be marked with the code 'E'.

7. Quality assurance and evaluation of provision

- 7.1. In order to ensure high quality provision for our students with SEND, we aim to:
- Name a member of the Senior Leadership Team (SLT) to be the Director of Student Support's line manager and to strategically lead the school's provision.
 - Hold SLT meetings to focus on the SEND cohort and how each member of SLT is quality assuring the provision in their respective areas of responsibility e.g. teaching and learning, pastoral, progression.
 - Conduct monitoring in line with school protocols.
 - Report on this monitoring to the SLT, the SEND Link Governor, Governors and Trustees.
 - Use the results of this monitoring to review practice and make ongoing improvements.
 - Provide all teaching staff with professional development in meeting the needs of students with SEND.
 - Provide appropriate training to all trainee teachers, newly qualified teachers and new staff via the New Staff Induction Programme.
 - Monitor the work of the Student Support and Pastoral teams with identified students with SEND and implement any further actions where appropriate or needed.
 - Review this Policy at least annually.
- 7.2. We evaluate the effectiveness of provision for students with SEND and ensure that we are having a positive impact on their outcomes by:
- Ensuring that the SEND Policy and associated policies are reviewed and amended at least annually in line with provision and statutory guidance.
 - Ensuring that all data pertaining to the progress and attainment of students with SEND is tracked and included within the school Self-Assessment and in more detail in the SEND Self-Assessment

Report. This data is reviewed and scrutinised by Governors, Trustees and the SLT. Additional data is reviewed through quality assurance meetings with SLT following the publication of Progress Indicator Letters, mock examinations and external examinations. The data supports school improvement planning for this group via helping inform the school's Quality Improvement Plan and the Director of Student Support's SEND Group Improvement Plan.

- Conducting bespoke monitoring of students with SEND to inform our provision including targeted student voice (which includes a focus on whether students feel safe, valued and included in the school community), parent/carers voice and work scrutiny.
- Ensuring the effectiveness of SEND provision is continually evaluated within whole school monitoring and evaluation processes, including work scrutiny, learning walks and walkthroughs, lesson observations and performance management review.

8. Attendance

- 8.1. Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance expectation for these students is the same as it is for any other student. However, we recognise that they may need additional support or reasonable adjustments.

9. Safeguarding

- 9.1. We recognise that children and young people with SEND can face additional safeguarding challenges, as stated in [Keeping Children Safe in Education](#), para. 247, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. Any abuse involving students with SEND requires close liaison with a Designated Safeguarding Lead and the Director of Student Support, as outlined in our Safeguarding (Child Protection) Policy available [here](#). All reported incidents will be investigated, dealt with accordingly and logged.

10. External Agencies and Partnerships

- 10.1. In our pledge to support parents/carers, we have clearly presented information about our SEND offer. This can be found in our SEND Information Report, which is available on our website [here](#).
- 10.2. We agree on a 'tell us once' approach so that families and young people do not have to repeat the same information unnecessarily. Where a student has an EHCP, we will cooperate with the annual review process. We work in partnership with other agencies or specialist organisations, and/or by employing practitioners directly to ensure access to specialist skills and expertise to support the learning of students with SEND.
- 10.3. Where the student's needs are not being met by the strong, evidence-based support provided by our school, specialist help will be sought from, for example, general practitioners, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services and supported employment services.
- 10.4. If despite our school having taken relevant and purposeful action to identify, assess and meet the needs of a student, the student is still not making the expected progress, we or the young person will consider requesting an EHCP needs assessment. At all points of this process both the student and parent/carers will be kept informed.

11. Accessibility

- 11.1. The oldest and main part of our school buildings is over one hundred years old and access to the first floor is via two original staircases. Although it is not possible to make adaptations so that all of the school buildings are fully accessible, reasonable adjustments have been made to the building to accommodate students with accessibility needs. Further details are included in our Accessibility Plan, available on our website [here](#).

- 11.2. Wherever possible, DSFC is committed to ensuring that all subjects and curriculum routes are accessible to all students and will make reasonable adjustments to the curriculum plan and individual study programmes to accommodate students with sensory and/or physical needs.

12. Resources

- 12.1. On an annual basis, we will review the needs of our students with SEND and allocated resources including staffing and consider the strategic approach to meeting their needs in the context of the total resources available.
- 12.2. Where high needs funding is required an application will be made to the appropriate Local Authority which is based upon the additional needs of the student. The Chief Operating and Finance Officer will ensure that the applications are appropriate and any funds received are spent accordingly.

13. Feedback and Complaints

- 13.1. We welcome feedback from parents/carers in relation to SEND provision in a variety of ways. This includes:
- During Review Meetings.
 - During reviews of Individual Support Plans/EHCPs.
 - Ongoing discussions with the Student Support Mentor/Director of Student Support/Access Arrangements and EHCP Coordinator.
 - During attendance at Subject Consultation Evenings.
 - Our 'open door' policy where parents/carers are welcome to arrange an appointment to come into the school to discuss any concerns they may have or feedback they wish to give.
 - Via our Parent Voice surveys.
- 13.2. We provide clear routes to resolve disagreements and complaints. In the first instance, a student or their parent/carer should approach the Director of Student Support directly (email: stephen.joel@durhamsixthformcentre.org.uk / phone: 0191 383 0708).
- 13.3. If the complainant is dissatisfied with the outcome of any initial complaint, they should contact the Principal or follow the Complaints Procedure, which is accessible on our [website](#).
- 13.4. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

14. Record Keeping

- 14.1. We recognise our responsibility to keep accurate records of information to evidence the SEND support for a student and its effectiveness and to record details of what additional or different provision we have made to meet a student's SEND and their progress towards specified outcomes.
- 14.2. This will include information about the student's SEND, interventions and the support of specialists.
- 14.3. This information will be used as part of regular discussions with the student and, where appropriate, their parents/carers, about the student's progress, the expected outcomes and planned next steps.
- 14.4. Where a student has an EHCP or high needs funding without an EHCP we will provide regular information in line with funding regulations and to assist in commissioning services.

15. Monitoring

- 15.1. This Policy will be reviewed and approved by the Board of Trustees at least annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

APPROVED



Providence Learning Partnership is a company limited by guarantee [Companies House Number: 11652271] and an exempt charity registered in England and Wales.