

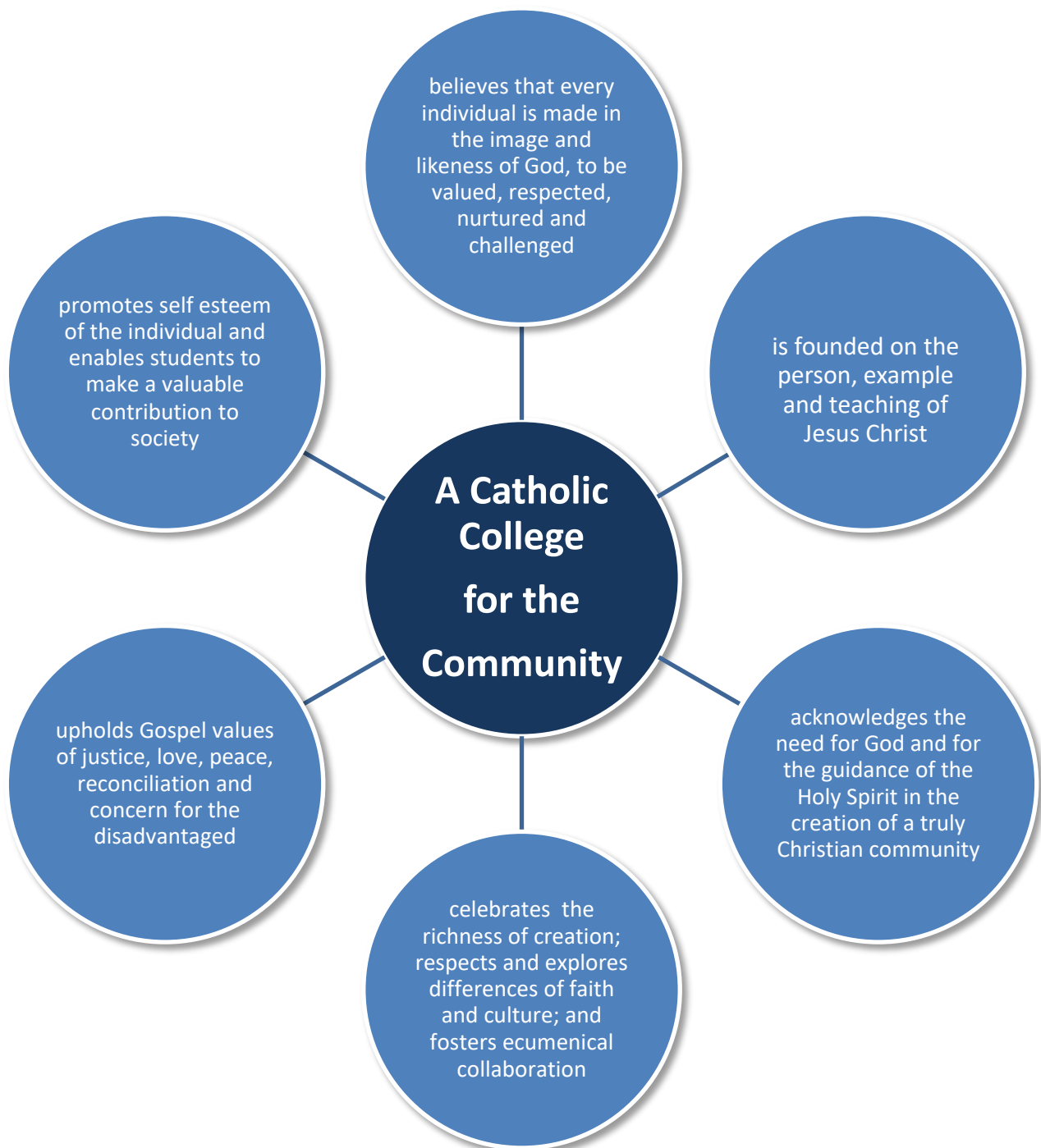


Special Educational Needs Policy

College Mission

Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment.

College Vision- A Catholic College for the Community



All members of the College Community are expected to make an active contribution to this Vision.

Additional Learning Support Aim

Our overall aim is to ensure that the college is an inclusive and supporting environment where learning, achievement and progression are accessible for everyone.

Principles

Carmel College has specific statutory duties to adhere to as stated in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years in association with Part 3 of the Children and Families Act 2014. These duties are:

- To have regard to the duty to co-operate with the local authority on arrangements for children and students with Special Educational Needs (SEN)
- The duty to admit a student if the institution is named in an Education Health and Care (EHC) plan
- The duty to use their best endeavours to secure the special educational provision that the student needs. Carmel College must fulfil this duty for students with SEN whether or not the students have EHC plans. It applies in respect of students with SEND up to age 25 in further education
- Duties under the Equality Act 2010. Carmel College must not discriminate against, harass or victimise disabled children or students and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled students might require and what adjustments might need to be made to prevent that disadvantage

Definitions

Special Educational Needs (SEN)

- A child or student 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 student 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, or
 - 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 (Code of Practice: xiii- xiv)

Special educational provision

- Educational or training provision which is additional to or different from that made generally for other children or students of the same age by mainstream school' (Code of Practice: xv)

Education, Health and Care plan

- The legal test of when a child or student requires an EHC plan remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing
(Code of Practice: xi)

We believe that for Carmel College to be an **inclusive learning environment** there is a need to recognise and meet the wide range of support needs, including disabilities, and their impact on the way our students learn and achieve. We must use our best endeavours to ensure appropriate support is in place.

In keeping with our Mission and Equality and Diversity policy we value each member of the college community and welcome applications from students who may have a learning difficulty or disability. We respond positively and flexibly to the needs of each student and endeavour to meet their learning requirements to ensure students can participate fully in college activities and reach their full potential.

We want our students to get the most from their course and their whole college experience. If students have any concerns regarding starting a course or any aspects of college life we would encourage this information to be shared. Students can speak directly, in confidence, to the Head of Additional Support/SENCO or any of our Additional Learning Support team who will discuss their concerns and look at the best possible support available on an individual basis.

It is important for students to be aware that they do not have to tell us about their disability, medical or learning need – that is their right, but if they do tell us, we can then work towards ensuring the most appropriate support is made available. There are many ways in which we can support students whilst during their studies at Carmel, all of which are described in this policy.

Safeguarding

The college recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The college recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Principal and governing board will ensure that the college's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the college's Use of Reasonable Force Policy.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the DDSL/SENCO.

College staff will be particularly alert to the potential need for early help for students with SEND and additional needs.

The governing board and Principal will ensure that students with SEND are taught about how to keep themselves and others safe including online. The college will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.

Any reports of abuse involving students with SEND will involve close liaison between the DSL and the DDSL/SENCO.

SEND Support

The college is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual students, is the first step in responding to students who have or may have SEND.

Teaching staff at the college will:

- Set high expectations for every student.
- Plan stretching work for students whose attainment is significantly above the expected standard.
- Plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every student achieving.
- Be responsible and accountable for the progress and development of the students in their class, including where students access support from Additional Support Assistants or specialist staff.

Once a student has been identified with SEND, the college will employ a graduated approach to meeting the student's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the student's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review

- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date

Where higher levels of need are identified, the college will access specialised assessments from external agencies and professionals.

EAL

The college is aware that there may be students at the college for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The college will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of English or arise from SEND.

Additional Learning Support

Additional Learning Support is an integral department that enables Carmel College to respond to individual learning needs. Our key aims are:

- To provide support, information, advice and guidance to all students with SEND to ensure they are enrolled onto the most appropriate course/s
- To ensure learning is inclusive and accessible
- To ensure students with SEND enjoy, achieve and progress to their maximum potential at the rate of those students with whom no additional support is required
- To ensure that teaching staff are better able to support students with a range of needs
- To ensure that sufficient physical resources are available
- To promote independence and reduce over-reliance on support, to ease progression
- To provide opportunities for staff to reflect on the support provided to ensure high quality support continues

Types of additional learning support

Pre-Entry

- Orientation visits
- Transition meetings
- Parental involvement with SENCO
- Review meetings (in school)

- Taster session (Carmel Taster Day)
- Liaison with other agencies & cross college Carmel staff

In-Class support (Additional Support Assistant)

- Full support for specific needs such as Autism/Asperger's, as indicated by EHC plan
- Work towards EHC plan objectives
- Develop personal, social, employment and independence skills
- 1:1 In class support at all levels
- Parental involvement with learning assistants
- Induction support
- Liaison with college teaching and support staff
- Support for trips and visits e.g. University open days

Additional Study Support (Additional Support Tutor)

- Initial support interview to identify needs
- Work towards EHC plan objectives
- Develop personal, social, employment and independence skills
- Induction support
- Parental involvement with study support tutors
- SpLD support
- Accessing information
- Examination preparation
- Presentation skills
- Revision planning
- Careers interview support
- Liaison with college teaching and support staff
- Time management skills
- Organisation and planning
- Essay writing technique
- Proofreading
- Revision skills
- Bibliography and referencing
- Stress management
- Confidence building
- Advice on spelling strategies
- Regular monitoring of student progress and identification of any additional learning needs and/or difficulties
- Coloured overlay/paper
- Note takers

Examination support

- Preparation for examinations
- Scribe
- Extra time

- Reader
- Communicator
- Prompter
- Rest Breaks
- Word Processor
- Separate/smaller room
- Read out loud
- Coloured paper
- Bilingual dictionary

Equipment/assistive technology

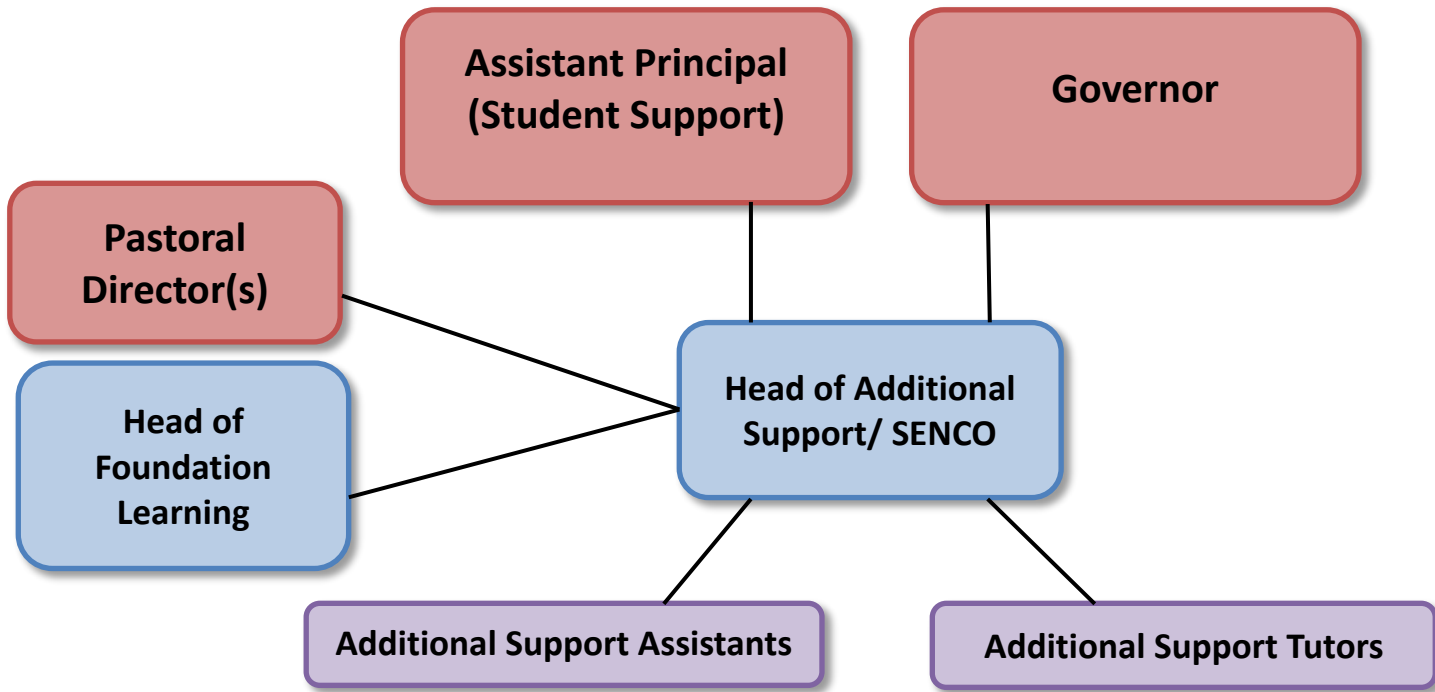
- Loan of a laptop
- Digital recorders
- Specialist pens
- Adjustable chairs and variable height tables
- Use of lockers
- Posture packs
- Course materials produced in accessible formats

Exit guidance

- CV's
- Disabled Student Allowance
- Support in gaining high quality impartial careers advice
- Support for applications for apprenticeships and employment
- UCAS application support
- Copy of all relevant support paperwork

A reasonable adjustment for a particular student may be unique to that individual and may not be included in the lists above but will be considered on an individual basis. Please refer to the examination/access arrangements policy for more details on examination procedures.

Meet the team



Additional Support Tutors and Additional Support Assistants adhere to their agreed Service Standards (appendix 1).

The overall management of Additional Learning Support lies with the Head of Additional Support/SENCO. The college SENCO works collaboratively with the Assistant Principal (Student Support), Principal and Governors to oversee the support provided in order to raise achievements of those students with SEND.

The Head of Additional Support/SENCO will liaise with Governors, Senior Leadership Team (SLT), the Achievement Board, Head of Foundation Learning, Pastoral Directors, Head of Departments, Liaison Manager, Personal Achievement Tutors, Subject Tutors, Additional Support Tutors, Additional Support Assistants, Care Assistants and the college exams team to ensure that the necessary support is in place for students. Links have also been established with SENCOs at local high schools to support a smooth transition.

The Additional Learning Support department are a professional team of staff who have experience of working together to support students with a wide range of support needs such as dyslexia, dyspraxia, Asperger's Syndrome, Autism, ADHD and visual and hearing impairment to ensure any barriers to learning are overcome.

The Additional Learning Support team treat all students as individuals, with dignity and respect and will help to identify what support and/or equipment may be appropriate to specific individual needs.

Once a student has disclosed a learning difficulty or disability they will be assigned to an Additional Support Tutor who will arrange to meet with them at the earliest opportunity to complete an initial support interview. During their initial support interview, a history of need will be given, previous effective support strategies will be discussed, as well as those which may not have been as effective, to work towards highlighting a suitable individual support package based upon specific needs. Regular learning support may be in the form of:

- In-class support via an Additional Support Assistant or,
- Additional study support via an Additional Support Tutor.

All information discussed at the initial interview is collated (history of need, support accessed at school, previous access arrangements etc.) and, with student consent, shared with relevant teaching or support staff, such as their PAT (Personal Achievement Tutor), subject tutors and the exams team. Named staff will receive relevant background information, a history of need, detailed information on individual difficulties, support recommendations for in-class tutor support or Additional Support Assistant and the frequency of any regular support accessed.

Student progress is reviewed and recorded regularly and close links with subject tutors is an important part of the process. Students accessing additional support should be discussed at department meetings and any concerns passed onto the Head of Additional Support/SENCO. Subject tutors will communicate regularly with Additional Support Tutors and/or Additional Support Assistants with individual goals shared and monitored.

Disclosure

There are 2 distinct ways in which a student can disclose a learning difficulty or disability either at pre-entry stage (appendix 2) or whilst on course (appendix 3) through the following methods:

- Via the online application form
- During interview evenings
- Via an Education, Health and Care Plan
- Parents and students can contact SENCO directly
- Liaison between school SENCO and college SENCO
- Via the school liaison manager/ team
- Whilst on course via PAT (Personal Achievement Tutor), ST (Senior Tutor) and subject tutor
- During Experience Carmel Day
- Visiting additional learning support directly- we offer an open-door policy and welcome students to call in on a 'drop in' basis as and when required

If a student does not attend appointments made the relevant procedure will be implemented (appendix 4).

Staff Responsibilities

It is the duty of **all** Carmel College staff to ensure effective support is delivered however, key staff groups are detailed below:

College governors and SLT :

- To ensure all staff receive training on their responsibilities relating to the Equality Act 2010, Safeguarding and Prevent duty
- That sufficient resources are available to meet the anticipated reasonable adjustments to of students who have a learning difficulty and to respond to individual cases, as stated within the 0-25 SEND Code of Practice 2014
- To ensure all staff are aware of this policy and the demands it places upon them via staff briefings and Achievement Board meetings
- That effective systems and procedures are in place for the referral, identification and provision of additional learning support, review of need and effectiveness and efficiency of the service provided
- For student data to be analysed as part of equality and progress monitoring by the Assistant Principal (Student Support).

Teaching staff responsibilities:

- To review teaching styles and practices to ensure the provision is accessible and that reasonable adjustments are built in, where necessary
- To ensure enrolment, assessment and access arrangements are flexible to account for individual need
- To encourage disclosure whilst maintaining dignity and respect
- Maintain effective links with Additional Learning Support staff to meet the needs of students
- Ensure that literacy and numeracy needs are identified and support is requested and recommendations put in place
- To provide evidence requested to support with the application of access arrangements
- To ensure access arrangements are reflected within the classroom to evidence normal way of working (e.g. extra time)
- To attend regular training to update current skills and knowledge to support students with SEND

Additional Learning Support staff responsibilities:

- To ensure the effective development and delivery of support specific to individual needs
- To regularly review, update and adapt support to ensure a consistently high standard of flexible and responsive support is provided
- To provide students with a discreet and professional service whilst maintaining safety in accordance with Carmel College's Safeguarding Procedure
- To liaise with students, parents/carers and relevant teaching staff to determine and provide the best support possible to meet individual needs
- To regularly review progress to reduce any achievement gaps
- To regularly update and review additional learning support plans and disseminate information accordingly
- To regularly update their skills and knowledge to enable the effective delivery of teaching staff training sessions as stated above

Parents/Carer responsibilities:

Parents/carer play a key role in enabling their child to achieve their potential. Parents/carer are responsible for:

- Informing college about any specific needs their child may have upon entering Carmel College, and provide copies of formal assessments written by educational psychologists, specialist teachers or other professionals
- Requesting assessment as they feel to be necessary
- Allowing initial assessment to take place within the college to establish the possible existence of learning difficulties (parents will not be charged for initial screenings)
- Encouraging their child with activities to promote learning, such as coursework, homework and revision
- Participating in sympathetic and positive discussion in relation to their child's difficulties, attainment and progress

Standards by which the success of this policy can be evaluated:

- The college attracts students who have a learning difficulty and /or disability
- Staff respond positively and confidently to support the needs of students
- Positive feedback is received from students who have accessed support
- Positive feedback is received from teaching staff who have requested support for specific students
- Students who have a learning difficulty or disability achieve on their chosen course as well as other students
- QAR (Quality Achievement Rate)
- Ofsted Inspection Dashboard
- Progression onto the following step/destination

Exams

Students who require access arrangements during examinations will need to make initial contact with either their allocated Additional Support Tutor or the Head of Additional Support/SENCO who will then liaise directly with an examinations officer who will require evidence in order for the arrangements to be granted. This may be in the form of school access arrangements documentation (JCQ Form 8) recent paediatric or CAMHS assessment, a medical report, an educational psychologist report or a current EHC plan.

Most importantly access arrangements **must** be the student's normal way of working i.e. if they use a laptop in exams they should be using a laptop for all their lessons. It is important that a student notifies Learning Support as soon as possible as this process can take some time and often their previous school assessment may need to be updated.

Please refer to the examination/access arrangements policy for more details on examination procedures.

Who can I contact for further information?

The first point of contact would be the Head of Additional Support/SENCO who can identify other staff who may need to be contacted if there are areas of concern. Further details can also be found in the Local Offer

**Head of Additional Support/SENCO:
Assistant Principal (Student Support):**

Clare Dawson clareg@carmel.ac.uk
Lauren Boswell laurenb@carmel.ac.uk

College Admissions:

admissions@carmel.ac.uk

Other policies referenced in this policy can be found at:

- Equality and Diversity Policy- <https://www.carmel.ac.uk/wp-content/uploads/2024/04/EDI-Policy-and-annual-report-TOTAL-Mar-24-1.pdf>
- Safeguarding & Child Protection Policy- <https://www.carmel.ac.uk/wp-content/uploads/2024/04/Safeguarding-and-Child-Protection-Policy-2023-2024-Apr-24.pdf>

Glossary (abbreviations used)

SEN: Special Educational Needs

SEND: Special Educational Needs and Disability

EHCP: Education, Health and Care Plan

SpLD: Specific Learning Difficulty

SENCO- Special Educational Needs Co-Ordinator

CMT: College Management Team

PAT: Personal Achievement Tutor

ST: Senior Tutor

HNS: High Needs Support

Appendices

- Appendix 1- Service Standards
- Appendix 2- Pre-Entry Learning Support Disclosure Process
- Appendix 3- Additional Learning Support Internal Referral Process
- Appendix 4- Additional Learning Support Did Not Attend Procedure
- Appendix 5- Carmel College Local Offer (Level 2 and beyond)

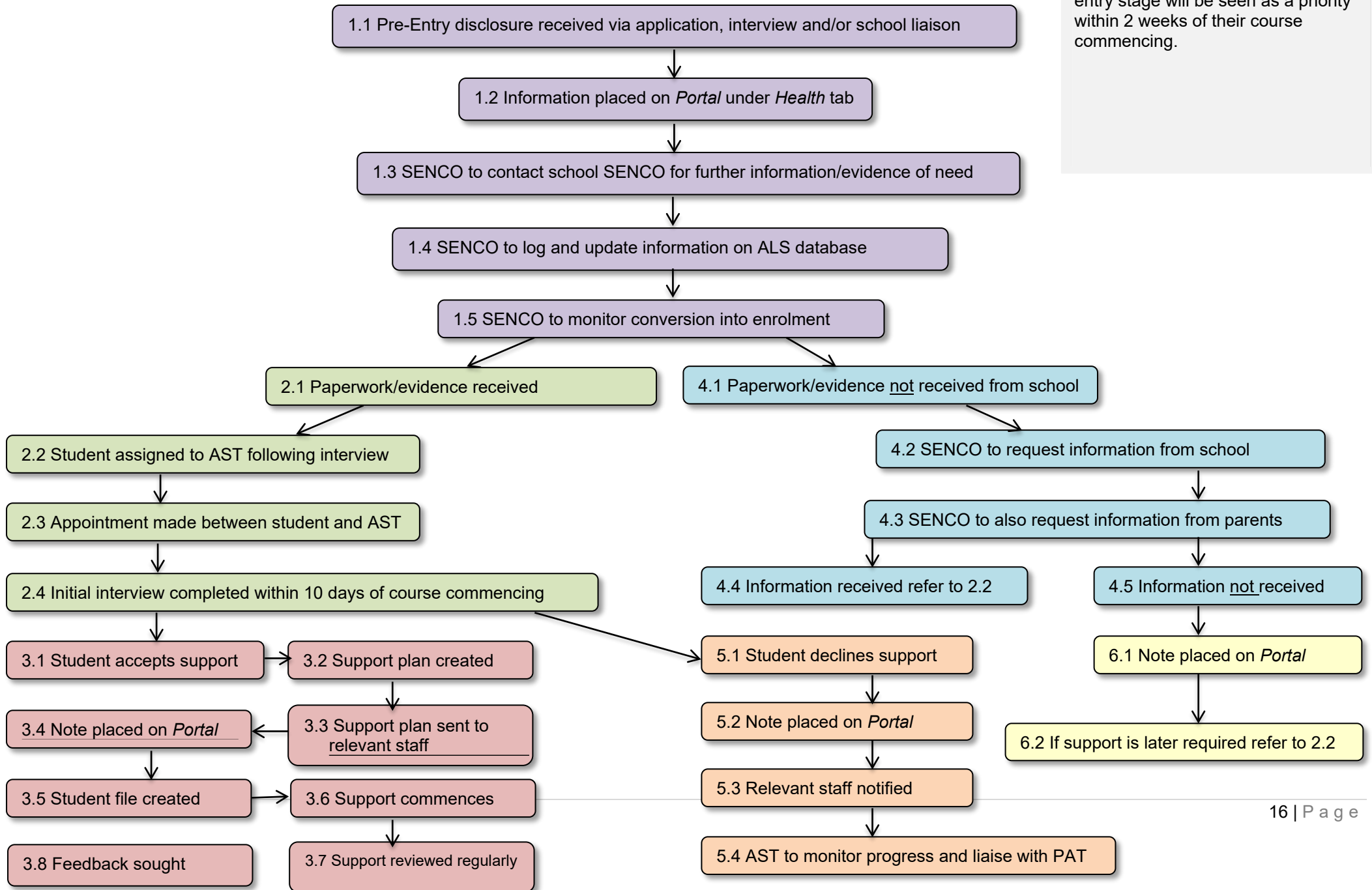
Additional Learning Support Service Standards

1. We will promote our service so that students and other stakeholders understand the support that is available and its importance towards achievement and progression.
2. We will embrace the Carmel mission and use it to inform our service provision.
3. We will ensure the effective <i>delivery</i> of support specific to your individual needs, as highlighted in your support plan.
4. We will liaise with relevant staff, carers and other professionals to provide the best support possible.
5. We will regularly review, update and adapt your support to ensure a consistently high standard of flexible and responsive support is provided.
6. We will endeavour to <i>promote</i> your independent learning skills and to build your resilience and confidence so you achieve to your full potential.
7. We will provide a discreet and professional service whilst maintaining confidentiality in accordance with Carmel College's Safeguarding Procedure.
8. We will provide a safe, welcoming, approachable atmosphere and treat you with dignity, respect and fairness (in accordance with the Equality Act 2010) to meet your academic, physical, mental and emotional needs.
9. We will work with you, your parents/carers and other professionals to develop and deliver a positive transition period both on your entrance to and exit from your studies at Carmel College.
10. We will act as an advocate on your behalf as and when required to ensure your opinions, thoughts, feelings and anxieties are communicated effectively.
11. We are committed to continuous professional development to ensure the support you receive is current, accurate and quality assured to enhance your learning experience at Carmel College.
12. Support will enable you to achieve on your course, both academically and socially, and progress onto your chosen destination.

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Appendix 2

Pre-Entry Learning Support Disclosure Process

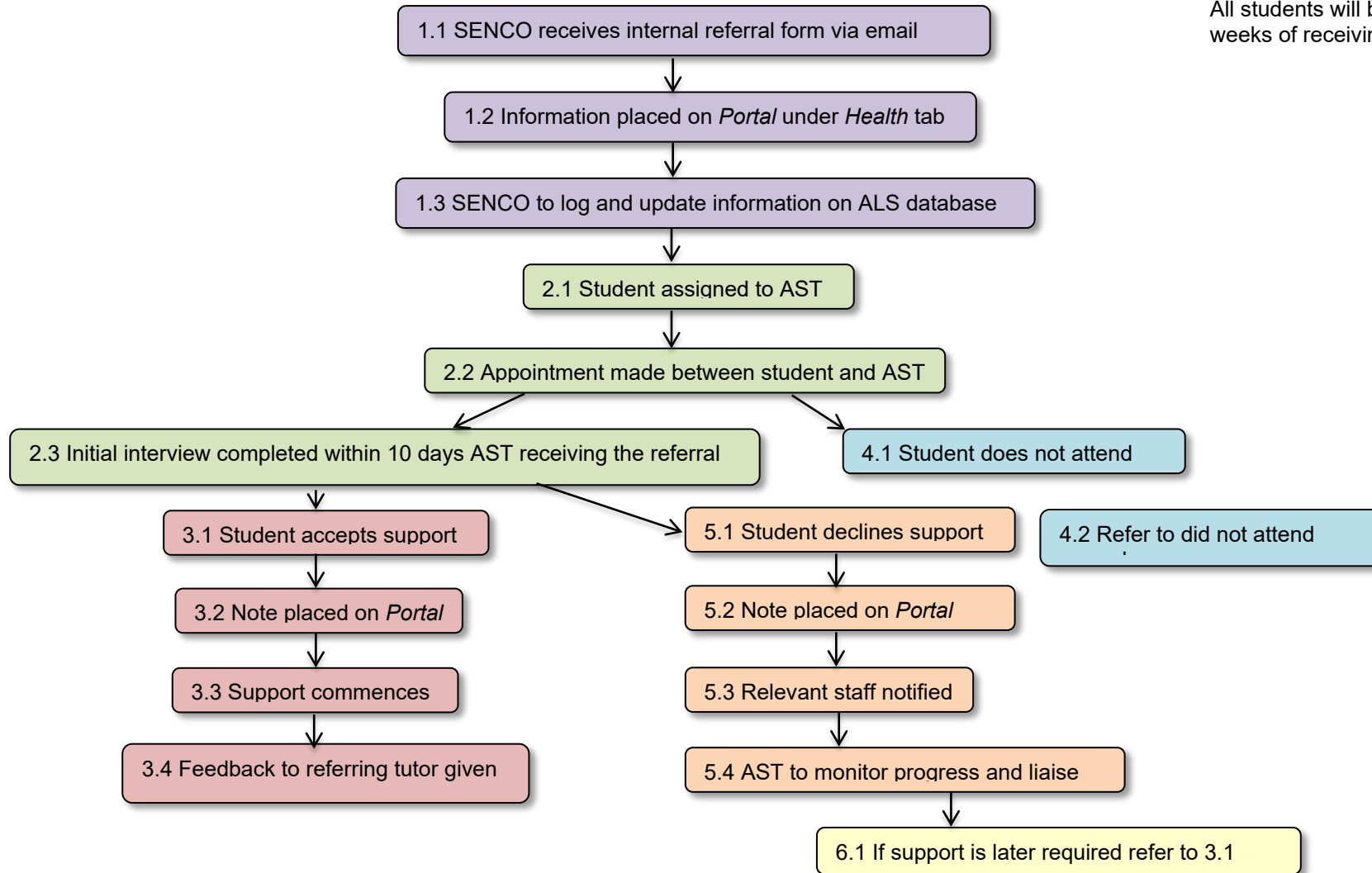


** If a student does not attend their appointment, please refer to the did not attend (DNA) procedure.
 ** All students who disclose at pre-entry stage will be seen as a priority within 2 weeks of their course commencing.

Appendix 3

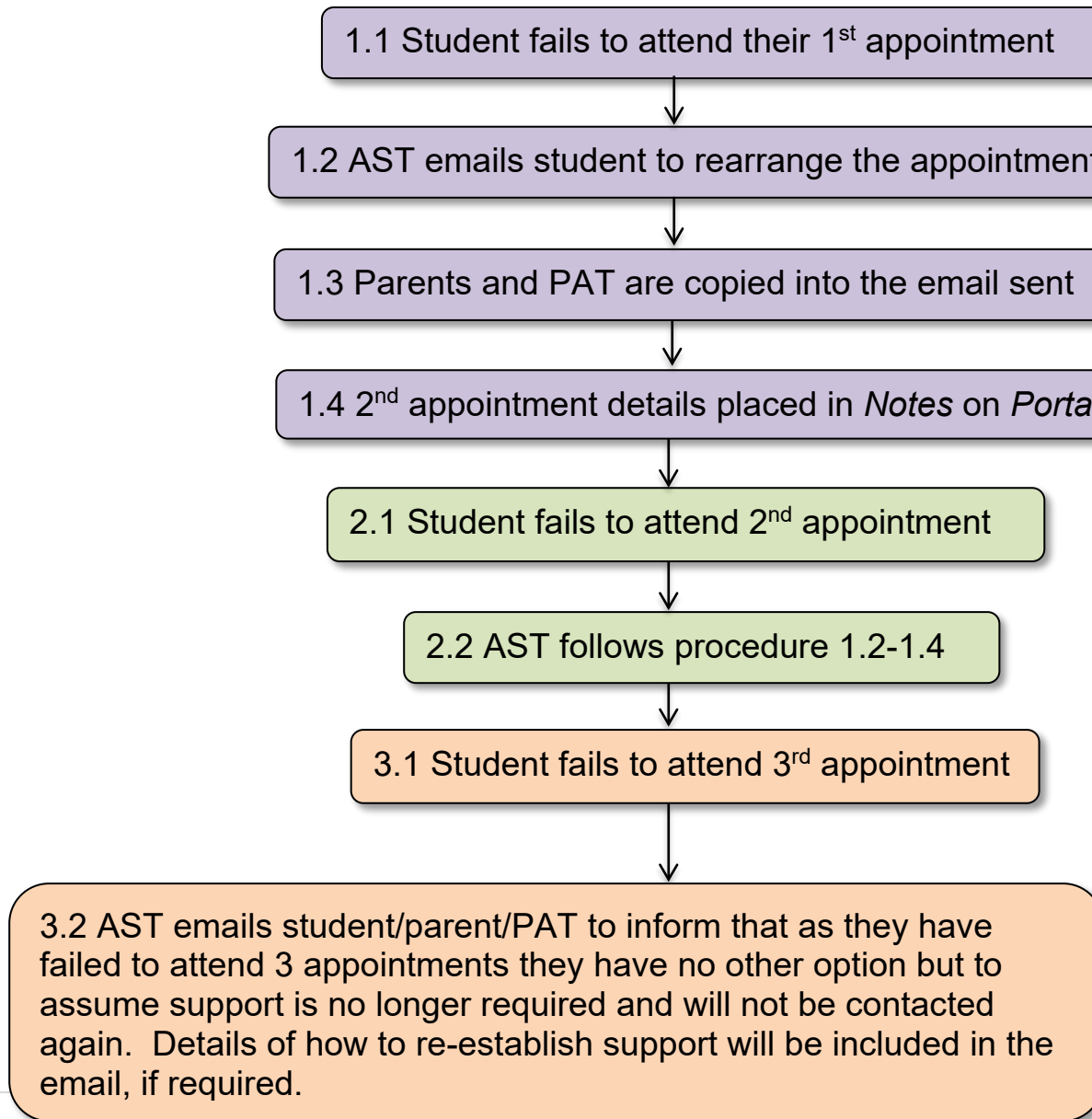
Additional Learning Support Internal Referral Process

All students will be seen within 2 weeks of receiving their referral



Appendix 4

Additional Learning Support 'Did Not Attend' Procedure



Pathways to Adulthood – Level 3



Our College Offer

The Children and Families Act became law in July 2014. It requires Local Authorities to publish and keep under review information from services that expect to be available for children and Young people with SEND aged 0-25, this will be known as “The Local Offer”. The Purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

What is the local offer?

Our local offer is information for parents/carers of children who have Special Educational Needs and/or Disabilities (SEND) and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this Sixth Form College.

This applies to children and young people who may have some form of physical disability or learning difficulty/disability, such as:

- Dyslexia
- Dyspraxia
- Autistic Spectrum Disorder
- Asperger’s Syndrome
- Hearing or visual impairment
- Attention Deficit Hyperactivity Disorder
- Cerebral Palsy

*please note this is not an exhaustive list.

1. How will the school know if my child needs extra help?

There are 2 distinct ways in which we can find out if a child needs extra help as a result of their learning difficulty or disability, either at pre-entry stage or whilst on course through the following methods:

- Via the online application form
- During interview evenings
- Via an Education, Health and Care Plan
- Parents and child can contact SENCo directly
- Liaison between school SENCo and college SENCo
- Via the school liaison manager/ team
- Whilst on course via PAT (Personal Achievement Tutor), ST (Senior Tutor) and subject tutor
- During Carmel Taster Day
- Visiting additional learning support directly- we offer an open door policy and welcome students to call in on a ‘drop in’ basis as and when required

All disclosed information will be given directly to Head of Additional Support/SENCo who will then begin the support process as outlined in more detail in our Special Educational Needs (SEN) Policy.

2. Who is the best person to talk to about my child's difficulties with learning / SEND?

The first point of contact would be the Head of Additional Support/SENCo who will meet with the student and parents/guardians to discuss the individual needs, background history, support accessed at school, previous access arrangements etc. and, with consent, the child will then be allocated to an Additional Support Tutor, who is part of the ALS team.

The Additional Support Tutor (AST) will arrange a mutually convenient time to meet with the student to explain the support which can be provided, to gain further information about their individual support needs and to establish and confirm a tailored support package. The information gained from both the meeting with SENCo and AST will then be collated and shared with relevant staff, such as their Personal Achievement Tutor (PAT), subject tutors and the exams team. Named staff will receive relevant background information, a history of need, detailed information on individual difficulties, support recommendations for in-class tutor support or Additional Support Assistant (if appropriate) and the frequency of any regular support accessed.

3. How will I know how the school will support my child?

Carmel College has specific statutory duties to adhere to as stated in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years in association with Part 3 of the Children and Families Act 2014. These duties are:

- To have regard to the duty to co-operate with the local authority on arrangements for children and students with SEN
- The duty to admit a child if the institution is named in an Education Health and Care (EHC) plan
- The duty to use their best endeavours to secure the special educational provision that the student needs. Carmel College must fulfil this duty for children with SEND whether or not the child has a EHC plan. It applies in respect of children and young people with SEND up to age 25 in further education
- Duties under the Equality Act 2010. Carmel College must not discriminate against, harass or victimise disabled children or young people and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage

We also believe that for Carmel College to be an **inclusive learning environment** there is a need to recognise and meet the wide range of support needs, including disabilities, and their impact on the way our students learn and achieve. We use our best endeavours to ensure appropriate support is in place.

In keeping with our Mission and Equality and Diversity policy we value each member of the college community and welcome applications from students who may have a learning difficulty or disability. We respond positively and flexibly to the needs of each student and endeavour to meet their learning requirements to ensure students can participate fully in college activities and reach their full potential.

We want our students to get the most from their course and their whole college experience. If students have any concerns regarding starting a course or any aspects of college life we would encourage this information to be shared. Students can speak directly, in confidence, to the Head of Additional Support/SENCo or any of our Additional Learning Support team who will discuss their concerns and look at the best possible support available on an individual basis.

It is important for students to be aware that they do not have to tell us about their disability, medical or learning need – that is their right, but if they do tell us, we can then work towards ensuring the most appropriate support is made available.

4. How will the curriculum be matched to my child's needs?

If the student has Special Educational Needs and/or a disability, information will be passed onto relevant staff and appropriate strategies will be put in place and, in some cases, a case conference will be organised to discuss more complex needs with the relevant staff in detail.

Tutors will differentiate according to individual needs and strategies will be implemented in the learning environment so that the student is not disadvantaged. This can help the student in the following ways:

- Strategies for dyslexia – e.g. coloured paper, use of a laptop or assistive technology
- Social support for ASD students
- Strategies in place for Asperger's Syndrome
- Tutorial support from tutors
- Allocation to an Additional Support Tutor for additional 1:1 study support

5. How will I know how my child is doing?

Parents can contact the college to discuss progress of their son or daughter at any time however, subject tutors assess the progress of the student through regular assessments, internal and external examinations.

The Personal Achievement Tutor has an overall picture of whether the student is achieving and will contact parents/carers if the need arises.

All progress is monitored through regular target setting and continuous assessment points throughout the year. Parents/carers can play an important part in ensuring their son or daughter is meeting these targets and regular contact with home can be established.

Additional Support Tutors encourage regular contact with parents to ensure they are informed of curriculum developments or to set individual targets for the young person. The level and quality of support for the student is monitored regularly throughout the year by the Head of Additional Support/SENCo who will liaise with Additional Support Tutors, Personal Achievement Tutors and Subject Tutors if any cause for concerns arise. Throughout all monitoring of progress parental involvement and feedback is welcomed.

6. How will the school help me to support my child's learning?

There are several opportunities to discuss the progress of your son or daughter. Discussion with:

- Head of Additional Support/SENCo
- Personal Achievement Tutor

- Senior Tutor
- Subject Tutors
- Progress is monitored in the following ways:
- Ongoing assessments in each subject
- 1-to-1 discussion with Personal Achievement Tutor
- Tutorial support
- Internal and external examinations
- ALS Review process – 3 per year

7. What support will be available for my child's overall well-being?

Pastoral and social support is provided by the Personal Achievement Tutor, Senior Tutor and Head of Additional Support/SENCo and they are responsible for the welfare, progress, attendance and behaviour of the student. However, external agencies may be contacted when necessary.

Where medical support or personal care issues are involved this is provided by the medical care team who will also consult with parents and the student to ensure that all factors have been carefully considered and appropriate care/support is in place.

Medicines, inhalers, epi pens will be stored with the medical team who will administer medication when this has been agreed with parents and the student.

Regular review meetings will take place with the student to check that the support is suitable for them and that they are comfortable with what is in place.

8. What happens if my child has a high level of need?

If your child has a high level of need this will be discussed at a case conference with the school SENCO and the Head of Additional Support/SENCo to ascertain whether there is an appropriate course on offer at the college.

Information will be collated from the EHCp, previous assessments and annual school reviews. If we are able to offer a suitable, realistic and achievable programme of study to the child, the college will then complete a HNS form to apply for additional funding, if appropriate.

The child may follow a transition programme to become more familiar with the college environment (prior to enrolment) and parents will be encouraged to meet with staff to ask questions about the courses and support on offer.

9. What specialist services and expertise are available at this school?

Carmel College has an ALS (Additional Learning Support) department who are a professional team of staff who have experience of working together to support students with a wide range of support needs such as dyslexia, dyspraxia, Asperger's Syndrome, Autism, ADHD and visual and hearing impairment to ensure any barriers to learning are overcome. The college also has their own counselling service and access to support via CAMHS and external specialist assessors. Where appropriate the college also has access to Children and Young People's Services.

10. Are the staff who support children with SEND in this school, provided with appropriate training?

Additional Support tutors have attended training in the following areas:

- Dyslexia
- Dyspraxia
- Asperger's Syndrome
- Autism
- Mental Health
- Dyscalculia
- Revision methods and exam skills

All college staff have to opportunity to develop their professional development as highlighted in their yearly performance management meeting with their line manager. During this process training opportunities will be discussed, finalised (as appropriate to role) and reviewed. Additional information for tutors is also available on the college intranet.

Where the student requires a more complex support programme, a case conference will be arranged to identify and address key individual needs. This would include the school SENCo, parents, Subject Tutors, Personal Achievement Tutors and the Head of Additional Support/SENCo.

11. How will my child be included in activities outside of the classroom, including school trips?

All areas of the college are accessible for any student who may have a physical disability and lift access is provided in each of the buildings. The college also has several parking bays which can be made accessible for students who may use a car to get to college and who have a blue badge.

Parents are involved in all aspects of planning a college trip and will work together with staff at the college to make sure that the student is able to access all activities where possible and health and safety allows this. Tutors will explain the procedures regarding the trip to the student so that any issues can be highlighted and addressed.

Parents will be consulted when additional support is required during an activity outside the college environment and extra staff and resources will be in place to support the student where appropriate so that they are not excluded from the activity.

Optional residential trips [of one day or more] are offered throughout the year and students can choose to attend one per year however, if a student with SEND shares their interest to attend, careful planning and preparation will take place, in conjunction with the student, parents/carers, Head of Additional Support SENCo and SLT (Senior Leadership Team) to ensure reasonable adjustments can be made, wherever possible, to ensure their attendance on the trip is possible.

12. How accessible is the school environment?

The college is fully wheelchair accessible and hazards i.e. on stair edges have been highlighted to aid students with a visual impairment.

Disabled changing and toilet facilities are available throughout all college areas.

Where there may be parents/carers whose first language is not English the college will contact another family member if possible, a family advocate or allocate a translator.

Funding for equipment and facilities is subject to discussion/approval with the Vice Principal responsible for this area.

13. How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

Prior to attending the college the child can access the college in the following ways:

- Visit the college with parents to become more familiar with the college environment
- Discuss college procedures with the Head of Additional Support/SENCO
- Arrange visits through the school liaison programme
- Take part in the Carmel Taster Day
- Parents will receive regular updates on the application and enrolment process
- Careers guidance will be available on Open nights and during the admissions process to ensure the child is enrolled onto the most suitable course
- A programme of induction is also in place during September/October

On leaving the college the student can access the following support:

- High quality, impartial careers guidance
- Support with UCAS applications
- Support with DSA applications
- Information, advice and guidance on apprenticeships
- Support during initial University visits
- Additional Support Tutors will liaise with HE providers to ensure support needs are communicated in advance- with consent from the individual student

14. What if my child needs transport to and from school?

If the child requires transport to and from the college this can be arranged through the local authority which they reside in.

There are a number of college buses and public transport routes to Carmel College which can be found by visiting <https://www.carmel.ac.uk/student-services/student-transport/>

15. How are the school's resources allocated and matched to the children's special educational needs?

1) Students studying L2 (GCSE English or Maths re-sit) or L3 programmes can receive the following support related to their special educational needs:

a. Pre-Entry Support is provided by the ALS team and can include:

- Orientation visits
- Transition meetings
- Parental involvement with SENCo
- Review meetings (in school)
- Taster session (Carmel Taster Day)
- Liaison with other agencies & cross college staff

b. Additional Study Support is provided by Additional Support Tutors and can include:

- Initial support to identify needs
- Support for students in accordance with their EHC plan objectives
- Developing personal, social, employment and independence skills
- Induction support

- SpLD support
- Support in accessing college information
- Examination preparation
- Presentation skills
- Revision planning
- Liaison with college teaching and support staff
- Time management skills
- Organisation and planning
- Essay writing technique
- Proofreading
- Revision skills
- Bibliography and referencing
- Stress management
- Confidence building
- Advice on spelling strategies

c. In-class support is provided by Additional Support Assistant and can include:

- 1:1 in-class support for specific needs such as Autism/Asperger's, as indicated by EHC plan
- Support for students in accordance with their EHC plan objectives
- Developing personal, social, employment and independent learning skills
- 1:1 In class support at all levels
- Parental involvement
- Induction support
- Liaison with college teaching and support staff
- Support for day trips and visits e.g. University open days
- class materials and resources adapted to meet individual needs

d. Examination support is provided by the ALS team and can include:

- Preparation for examinations
- Scribe
- Extra time
- Reader
- Communicator
- Prompter
- Rest Breaks
- The use of a word processor
- Separate/smaller room
- Read out loud option
- Coloured paper
- Bilingual dictionary

e. Equipment/assistive technology can be provided by the ALS team and can include

- Loan of a laptop
- Digital recorders
- Specialist pens
- Adjustable chairs and variable height tables

- Use of lockers
 - Posture packs
 - Course materials produced in accessible formats
- f. Care team staff to help students with personal care
- g. Care team staff to support students with medical needs

2) All students assessed as requiring additional support at Carmel are given support to address their needs.

3) The college is allocated funding for course delivery at the same rate for each student regardless of the course of study they undertake and this money is used to provide teachers, support, facilities and accommodation to deliver education to the highest quality.

4) Some students are assessed as requiring more financial support to adequately meet their needs, this is referred to as High Needs Support (HNS), the college is allocated one element of this based on student enrolments numbers of the previous year.

5) Where students require more than this fixed amount the local authority that each student resides in holds the additional funding to support the student and this is allocated following a detailed assessment of the student needs via a claim system.

16. How is the decision made about how much support my child will receive?

All students assessed as requiring additional learning support at Carmel are given support to address their needs. ALS is an integral department that enables Carmel College to respond to individual learning needs. Our key aims are:

- To provide support, information, advice and guidance to all students with SEND to ensure they are enrolled onto the most appropriate course/s
- To ensure learning is inclusive and accessible
- To ensure students with SEND enjoy, achieve and progress to their maximum potential at the rate of those students with whom no additional support is required
- To ensure that teaching staff are better able to support students with a range of needs
- To ensure that sufficient physical resources are available
- To promote independence and reduce over-reliance on support, to ease progression
- To provide opportunities for staff to reflect on the support provided to ensure high quality support continues

Parents/carers [and the child, if appropriate] are involved at every stage of the process in deciding the level of support necessary for the child and will be in consultation with the Head of Additional Support/SENCo and/or Additional Support Tutors throughout the process.

17. How will I be involved in discussions about and planning for my child's education?

Parents can be involved in all aspects of planning the education of the child when an application to the college is made. These include:

- Discussion with the Head of Additional Support/SENCo on Open Evenings to discuss course choice. Discussion with the school SENCo and liaison officer
- Case conferences, where appropriate
- Attendance at preliminary interview
- Attendance at enrolment

- Conversation with the Personal Achievement Tutor/ Senior Tutor
- The college has an open door policy and parents are welcome to be part of the planning and decision making process related to the child's education.

18. Who can I contact for further information?

The first point of contact would be the Head of Additional Support/SENCo who can identify other staff who may need to be contacted if there are areas of concern. Contact details can be found at <https://www.carmel.ac.uk/student-services/additional-learning-support/>

Other sources of support:

- The college admissions department – prior to applying.
- School Liaison officer
- Careers guidance

Intranet Path	CONNECT»DEPARTMENTS»COLLEGE POLICIES»		
Circulation List	Principalship		College Union Representatives
	Full Governing Body		
Author/ Responsibility	Assistant Principal		
Reviewed by:	Quality & Standards Committee		
Approved by:	Full Governing Body		
Date of last Policy approval:	July 2024		
Review interval:	Every two years		
Date next review due:	July 2026		

Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Special Educational Needs Policy
2. Summary of aims and objectives of the policy	This policy informs staffs students and parents about the College's commitment in ensuring that ensure that the college is an inclusive and supporting environment where learning, achievement and progression are accessible for everyone. Carmel College has specific statutory duties to adhere to as stated in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years in association with Part 3 of the Children and Families Act 2014.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	Statutory guidance Local agencies Feedback from the College's Equality and Diversity Manager.
4. Who is affected by the policy?	Carmel students
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be reviewed annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made
Disability	Positive Impact	The policy sets out the College's specific statutory duties for SEN	N/A
Gender reassignment	Positive Impact	As explained for disability	
Marriage or civil partnership	Positive Impact	As explained for disability	
Pregnancy and maternity	Positive Impact	As explained for disability	
Race	Positive Impact	As explained for disability	

Religion or belief	Positive Impact	As explained for disability	
Sexual orientation	Positive Impact	As explained for disability	
Sex (gender)	Positive Impact	As explained for disability	
Age	Positive Impact	As explained for disability	

Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?	The procedures are applicable to all to follow. There is no perceived discrimination or unfair disadvantage to any individual or group.	
Final Decision:	Tick the relevant Box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .	✓	The policy is consistent in the approach to ensure all students have the opportunity to study in an environment where learning, achievement and progression are accessible for everyone.
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		