



SEND Policy

Approved by Governors	July 2019
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1. Introduction

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

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

2. Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

The SEND Code of Practice (2014) defines a disability as “...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”. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

The policy should be read in conjunction with the following guidance, information and policies:

- The Equality and Diversity Policy
- The Safeguarding Policy
- The Accessibility Plan
- The SEND Information Report
- The Admissions Policy

This policy has been co-produced with the following people:

- SENDCo
- Deputy Principal (Student Services)

4. The Aims of the SEND Policy

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for young people who have SEND and additional needs.
- To ensure that parents/guardians have a clear understanding of how the College supports young people with SEND, and their involvement in this.
- To provide an appropriately qualified SENDCO in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND young people; every teacher is a teacher of SEND. Teaching and supporting students with SEND is the responsibility of the whole College and requires a collaborative and inclusive approach.
- To ensure that learners with SEND have access to all College activities, as far as is reasonably practical, which relates to the needs of the students.
- To promote effective partnership and involve outside agencies where appropriate.
- To involve the young person in the process of identification, assessment and provision.
- To ensure that the young person is aware that their wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To ensure that young people with SEND can participate in College activities, together with those who do not have SEND.

Contacts



Loreto
sixth form college

Principal:Michael Jaffrain

Deputy Principal (Student Services): Andrea Pritchard

SENDCo: Linda Chesters

5. Role of the SENDCo

- Through a Transition programme, collect and information share for SEND students
- Apply and secure funding for delivery of effective support provision
- To manage the provision and review progression for students with SEND
- Ensure efficacy of support provision against cost.
- To manage support for students with medical conditions through the First aid room
- To manage a programme for Access Arrangements and specialist support
- Manage the work of the specialist assessors used by College
- Oversee the Additional Learning Support Assistants
- Liaise with and advise colleagues on all matters relating to SEND
- Organise and maintain the records of all SEND students
- Liaise with parents/carers of SEND students
- Contribute to the continuing development and training of College staff
- Liaise with external agencies as appropriate in order to promote achievement in SEND students
- Liaise regularly with the Deputy Principal Student Services and Vice Principal Curriculum
- Report to SLT & Governors on progress of SEND cohort

6. SEND Information report

Loreto College publishes a SEND Information report on the website which provides additional to or different provision for a range of needs. Please visit the link at:

[SEND Information Report \(link to published document\)](#)

7. Monitoring and Evaluation of SEND

The Governing Body are kept fully informed of information and changes in SEND provision and practice. The SENDCo reports regularly to Governors via the Standards Committee.



In addition, the Learning Support Department produce an annual report (SAR) in which strategies are measured and impacts of initiatives reported on.

Both quantitative and qualitative indicators also provide evidence of the impact of this policy:

- The annual success rates for SEND students
- Post 18 progression data
- Individual tracking through progress grades and monitoring records
- Student feedback
- Parent feedback

Reviewing the Policy in light of the legislation changes this policy is currently reviewed every two years.

8. Dealing with complaints

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

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

