

**Annual SEND**

**Information Report**

**2020-21**

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| **Written by:** | **Jojo Rassekh** |

**ANNUAL REPORT ON THE SPECIAL AND ADDITIONAL EDUCATIONAL NEEDS & DISABILITIES POLICY 2020- 2021**

# Introduction

We have a duty to report on the provision for SEND. Learners with special educational needs have learning difficulties and disabilities that make it harder for them to learn than most young people of the same age. These learners may need extra or different help from that given to other learners of the same age. The SEN Code of Practice (2014) lies at the heart of the college’s SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of learners. The Code describes a graduated approach which recognises that young people learn in different ways and can have different kinds of SEN. At Liberty learners may be on the SEND register as requiring “SEN support”. This is so step-by-step support can be put in place or specialist expertise can be sought to help the learners’ overcome difficulties. Learners who have needs that are more complex may have an Education & Healthcare Plan (EHCP). This report will outline the SEND provision for the college for 2020- 2021.

# SEND Profile

# Learners on roll with SEND:

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| --- | --- |
| SEND Provision | Number of Learners |
| EHCP (Code E) | 50 |
| SEN Support (Code K) | 15 |
| Total with SEN (Code E and K) | 65 |
| No SEN (Code N) | 6 |
| Total Learners on Roll | 71 |

# We catered for the following needs in 2020-21:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
* Sensory and/or physical needs, for example, visual impairments, processing difficulties, diabetes
* Moderate/severe/profound and multiple learning difficulties

**Education, Health and Care Plans**

We made one application for an Education and Health Care Plan this academic year, which was successful.

**Identifying Learners with SEND**

Learners are identified firstly by information from feeder educational establishments via transition meetings and their files. Once at Liberty initial assessments and diagnostic assessments take place. Diagnostic testing continues each term (6 times an academic year). If required, additional tests such as visual stress tests take place. In addition, all tutors and teaching assistants are encouraged to refer learners to the Director for AEN. Any additional tests required by external providers are arranged and added to the inclusion register. SEND is a standing agenda item in weekly SLT and staff meetings in order to identify and further support learners with SEND.

**Name and Contact Details for Liberty’s Director of SEND**

Jojo Rassekh - Director, AEN

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**Consulting and Involving Learners and Parents**

We will hold meetings and discussions with learners and their parents/carers surrounding their special educational needs provision to ensure that everyone develops a good understanding of the learner’s areas of strength and difficulty, we take into account learner/parent/carer concerns, everyone understands the agreed outcomes sought for the learner and everyone is clear on what the next steps and support are. Notes of all discussions and meetings will be added to the learner’s record on CPOMS. We host parent open days once a term.

**Assessing and Reviewing Progress**

We carry out termly reviews with all learners, where we review the term, track progress and areas of improvement, set new targets and actions, which feed into the learner’s ‘Core Goals’ and ‘Provision Plans’. Tutor review and learner self-review forms part of this process.

The tutor will work with the Director for AEN and SLT to carry out a clear analysis of the learner’s needs. This will draw on:

* The tutor’s assessment and experience of the learner
* Termly reviews
* Core Goals
* Provision Plans
* Tutorials
* Their previous progress and attainment or behaviour
* Other tutor’s assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents/carers
* The learners’s own views
* Advice from external support services, if relevant

All staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the learner’s progress.

# Progress made by pupils with SEND and comparisons with other groups

The overall progress of the SEND cohort at Liberty is 35 achieving Level 1 and 10 achieving Level 2) This is well in line with the whole cohort who achieved (50 achieving Level 1 or Level 2). 11 learners who did not pass due to Covid19 will be returning to complete the aims.

# Supporting Learners between educational phases and into adulthood

# We share information with the college, university or other setting the learner is moving to. We agree with parents/carers and learners which information will be shared as part of this.

# We prepare learners for transition by:

# Personalised, individual plans based on the learner’s needs

# College visits

# Careers Guidance

# Work experience placements

# Job centre appointment support

# Any appointments – doctors for example

# Banks, finance – opening of an account etc

# Our approach to teaching learners with SEND

Tutors are responsible and accountable for the progress and development of all the learners in their class. High-quality teaching is our first step in supporting learners who have SEND. This will be differentiated for individual learners.

We will also provide the following interventions:

* Tutorials
* 1:1 meetings
* Counselling
* Extra functional skills tuition
* External CSCS training
* External First Aid training
* External self-defense training

# Curriculum and Learning Environment Adaptations

# \*Please also refer to our separate Accessibility Plan, which also covers increasing the extent to which disabled learners can participate in the curriculum.

We make the following adaptations to ensure all learners’ needs are met:

* We offer a broad and balanced curriculum.
* Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Bespoke Friday timetable curriculum.
* Bespoke work experience placements.
* Adapting our resources and staffing.
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**New Interventions introduced in 2020- 2021**

This year we introduced a range of SEND interventions to improve our SEND provision and meet the needs of learners:

* Phonics teaching sessions
* Increased number of laptops
* Increased TA team
* New Chill Zone
* Level 2 courses
* Life coaching
* Duke of Edinburgh (DoE)

# Expertise and Training of Staff

We have a team of 7 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in delivering phonics and first aid.

We use specialist staff for phonics, life coaching and DoE. We use specialist external providers for First Aid, CSCS, Speech and Language, Counselling, Careers, Health & Safety and Self-Defence.

All staff complete an in-depth induction programme of courses, with annual updates. We have had 1 teaching assistant complete Level 3 Specialist Support for Teaching and Learning in Schools.

# Evaluating the effectiveness of the SEND provision

We evaluate the effectiveness of provision for learners with SEND by:

* Reviewing learners’ individual progress towards their core goals each term
* Termly reviews
* Reviewing the impact of interventions
* Learner voice through the Youth Participation Group
* Using learner questionnaires through daily and termly feedback
* Teaching and learning quality assurance
* Monitoring by SLT
* Holding annual reviews for pupils with EHC plans

# Enabling learners with SEND to engage in activities

All of our extra-curricular activities and visits are available to all our learners.

All learners are encouraged to go on our day and residential trips.

All learners are encouraged to take part in workshops.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

**Admissions**

We will:

• Treat all applications equally and we will not discriminate against learners with SEND;

• Admit those young people with SEND but who do not have an EHCP;

• Consider all applications that do not have an EHC plan;

• Not refuse to admit a young person who has SEND but does not have an EHC plan because

we feel that we will be unable to provide the necessary support;

• Not refuse to admit a young person on the grounds that they do not have an EHC plan.

**Facilities to support disabled learners accessing the college**

We have two disabled toilets. All learning can take place downstairs, with suitable access. We have an additional ground floor entrance.

Our Accessibility Plan can be found on our website, which covers:

* Improving the physical environment to enable disabled learners to take better advantage of the education, benefits, facilities and services we provide
* Improving the availability of accessible information to disabled learners

# Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

* Learners with SEND are encouraged to be part of the Youth Participation Group
* We have a zero-tolerance approach to bullying
* Counselling
* Life Coaching
* Detailed and robust PSHE curriculum
* External provider for sexual health
* Part of the ‘Get It’ scheme
* DUST referrals
* External referrals as required

# Work with External Agencies

We engaged with the following professionals last year for learners with SENd:

* Sensory Team – Hearing and Visual Impairment
* Occupational Therapist
* Counselling
* Educational Psychologist
* NHS Sexual Health
* Speech and Language Therapy
* Live Well Kent

# Handling complaints regarding the SEND provision

Parents who have a grievance or complaint about the nature or amount of support that their child receives are encouraged to ask for a mutually convenient meeting with the college in order to resolve the issue.

Complaints about the SEND provision in our college should refer to the college’s complaints policy. This can be found on the college website.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**Arrangements for supporting learners who are looked after by the local authority and have SENd**

Arrangements are in line with other learners on the SEND Register with adjustments made in light of additional guidance in the SEND Code of Practice. These are described below:

* Children who are being accommodated, or who have been taken into care, by a local authority (i.e. under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being ‘looked after’ by the local authority.
* Local authorities have particular responsibilities for these children and act as a ‘corporate parent’. The local authority must safeguard and promote the welfare of all children they are looking after.

We have a Designated Teacher for looked after children. At Liberty College, this is our Director for AEN. The Designated Teacher is expected to work closely with the tutors and TAs to ensure that the implications of a learner being both looked after and having SEND are fully understood by relevant staff.

**Liberty’s contribution to the Local Offer**

The Kent Local Authority Offer (SEND Information Hub) is published here - [Special educational needs and disabilities (SEND) - Kent County Council](https://www.kent.gov.uk/education-and-children/special-educational-needs)

We support the ‘Local Offer’ by providing specialist education and training for 16–25-year-olds, courses aimed at supporting adulthood and gaining employment, employment support through work experience placements, support with independent living through our curriculum and extra-curricular offer, community cohesion involvement through various activities and advise about becoming an adult through our PSHE and RSE provision.

Due to the unique offer at Liberty College, we also support learners from other Local Authorities.