



# Annual SEND Information Report 2022-23

Written by:

Emily Hollis MBE

# ANNUAL REPORT ON THE SPECIAL AND ADDITIONAL EDUCATIONAL NEEDS & DISABILITIES POLICY 2022-23

## **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 SEND 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 SEND. 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 2022- 2023.

## SEND Profile

- 90 learners enrolled
- 76 learners with Educational Health Care Plans (EHCPs) (84.4%)
- 13 learners without EHCP's but receiving high needs funding (14.4%)
- 100% of learners assessed to be in need of Additional Learning Support (ALS) in the classroom
- 8 learners are Looked After Children (LAC) (8.9%)
- 69 learners enrolled on Level 1 and 21 learners on Level 2
- 21 learners left in-year

		Reporting Band	Student Numbers
A	14-16 Direct Funded Students	A - Students with an EHCP	0
		B - Students without an EHCP	0
		C - High Needs Students (HNS) without an EHCP	0
		D - Students with an EHCP and HNS	0
		E - Students with an EHCP but without HNS	0
		All 14-16 Direct Funded Students	0
B	16-19 Students (including High Needs Students)	A - Students with an EHCP	57
		B - Students without an EHCP	13
		C - High Needs Students (HNS) without an EHCP	13
		D - Students with an EHCP and HNS	51
		E - Students with an EHCP but without HNS	6
		All 16-19 Students (including High Needs Students)	70
C	19-24 Students with an EHCP	A - Students with an EHCP	19
		B - Students without an EHCP	0
		C - High Needs Students (HNS) without an EHCP	0
		D - Students with an EHCP and HNS	18
		E - Students with an EHCP but without HNS	1
		All 19-24 Students with an EHCP	19
D	19+ Continuing Students (excluding EHCP)	A - Students with an EHCP	0
		B - Students without an EHCP	1
		C - High Needs Students (HNS) without an EHCP	0
		D - Students with an EHCP and HNS	0
		E - Students with an EHCP but without HNS	0
		All 19+ Continuing Students (excluding EHCP)	1
		<b>Total Students</b>	<b>90</b>
		... of which 16-24 High Needs Students (LearnFAMType = HNS)	82



**We catered for the following primary needs in 2022-23:**

<b>Primary Need Type</b>	<b>Number of Learners</b>
SEMH	44
ASC	3
ASD	23
VI	1
MLD	6
PD	1
PMLD	1
SLCN	8
SLD	1

### **Education, Health and Care Plans**

We made 2 applications for an Education and Health Care Plan this academic year. One application was not successful but is currently pending appeal and the other is still pending.

### **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 learning support assistants are encouraged to refer learners to the SENDCO and LSCO (outlined below). 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 SENDCO**

Emily Hollis – Head of College, SENDCO

[emily@libertygrouppltd.co.uk](mailto:emily@libertygrouppltd.co.uk)

01843 446 906

### **Name and Contact Details for Liberty's Learning Support Coordinator**

Lauren Lawley – LSCO

[lauren@libertygrouppltd.co.uk](mailto:lauren@libertygrouppltd.co.uk)

01843 446 906



### **Consulting and Involving Learners and Parents/Carers**

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. We also hold half termly parent/carer participation groups (PCPG) and carry out a half termly parent/carer survey.

### **Assessing and Reviewing Progress**

We carry out termly reviews with all learners, where we review the term, track progress and areas of improvement and 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 Head of College/SENDCO, LSCO and SLT to carry out a clear analysis of the learner's needs. This will draw on:

- Baseline entry assessments
- The tutor's assessment and experience of the learner
- Termly reviews
- Core Goals
- Provision Plans
- 1:1 meetings
- Their previous progress and attainment or behaviour
- Other ongoing assessment for learning
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The learner'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 2022/23

Course	Overall Achievement	EHCP	Non-EHCP	Male	Female	LAC	FSM
<b>Level 1</b>	<b>41/69</b>						
Award	17	10	7	13	4	1	11
Certificate	12	10	2	9	3	2	6
Extended Cert	9	8	1	5	4	0	3
Diploma	3	2	1	2	1	1	3
<b>Level 2</b>	<b>10/21</b>						
Award	6	6	0	5	1	0	4
Certificate	1	1	0	0	1	0	0
Extended Cert	3	3	0	3	0	1	2
Diploma	0	0	0	0	0	0	0

Qualification	2022/23	2021/22
<b>Total at Level 1</b>	<b>41</b>	<b>25</b>
L1 Award	17	20
L1 Certificate	12	5
L1 Extended Certificate	9	0
L1 Diploma	3	0
<b>Total at Level 2</b>	<b>10</b>	<b>8</b>
L2 Award	6	8
L2 Certificate	1	0
L2 Extended Certificate	3	0
L2 Diploma	0	0
<b>Total FS English</b>	<b>14</b>	<b>9</b>
Entry Level English	4	3
L1 English	5	3
L2 English	5	3
<b>Total FS Maths</b>	<b>7</b>	<b>8</b>
Entry Level	6	3
L1 Maths	1	1
L2 Maths	0	4
<b>Level 1 Customer Services</b>	31	Not on QAR



## **Supporting Learners between educational phases and into adulthood**

We share information with ongoing destination educational establishments. 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
- Careers Fairs
- Visiting work places
- External workshops and speakers

## **Our approach to teaching learners with SEND**

Tutors are responsible and accountable for the progress and development of all the learners in their class. Quality first teaching is our first step in supporting learners who have SEND. This will be differentiated and personalised for all learners, taking account of learner needs, ability and learning style preferences.

We will also provide the following interventions:

- 1:1 meetings
- Wellbeing sessions
- Social and communication
- Music
- Play through games
- Tutorials
- Counselling
- Extra functional skills tuition (maths and English)
- External CSCS training
- External First Aid training
- External self-defense training
- External Health and Safety training
- Mental Health First Aid support



## **Curriculum and Learning Environment Adaptations**

\*Please also refer to our separate Accessibility Plan, which 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, resources etc.
- Bespoke Wednesday 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.
- Providing a reader or scribe as required.
- Adapting teaching to a variety of learning styles – VARK.
- Promoting equality and diversity and challenging stereotypes through planning, resources, delivery and extracurricular, and embedded, PSHE activities.

## **New Interventions and strategies introduced in 2022-23**

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

- New appointment of a Head of College and SENDCO, Emily Hollis MBE, who started in September 2022.
- Appointed an Advisor (Governor) for SEND.
- Delivery of horticulture in our outside classroom from September 2023.
- Delivery of bespoke Wednesday workshops including, but not limited to, construction, Duke of Edinburgh, sports and fitness, gardening, childcare, hair and beauty, cooking, IT and creative arts.
- Signing up to Inclusive Sports and offering an inclusive sports activity day to our learners.
- Planning and preparation for six Inclusive Sports events in 2023/24.
- Planning and preparation of an endorsed pathway, vocational curriculum offer for delivery in September 2023 including pathways in construction, sports and fitness, horticulture, hair and beauty, travel and tourism, hospitality and catering, life skills,





creative and performing arts and health and social care.

- Planning and preparation for stretch and challenge courses for more able learners including, but not limited to, Customer Services Level 1, Level 2 Forest School Principles, Level 2 Food Safety in Catering, Level 2 Peer Mentoring, Level 2 Safeguarding and Child Protection, Level 2 Professional Behaviours, Level 2 Skills for Independent Travel, Level 2 Youth Work, Level 2 Business Skills.
- Planning, preparation and delivery of a new construction course from May 2023.
- Appointed a Wellbeing Leader in April 2023.

### **Expertise and Training of Staff**

We have a team of 8 Tutors, 7 Learning Support Assistants, a Wellbeing Leader, a Learning Support Coordinator, a Programme Manager and Head of College/SENDCO who are trained to deliver SEN provision.

In the last academic year, staff have been trained in conflict management and de-escalation, safeguarding, CPOMS, writing provision plans, writing risk assessments, ADHD awareness, Lumio Smart Board, spiral curriculum and tracking, Everyone's Invited, self-harm, traumatic bereavement, substance misuse, Prevent, Level 3 First Aid, PEP, sexual health, quality first teaching and learning, AET, IHCPs, mental health and wellbeing, visual impairment and behaviour for learning.

Specialist staff were used for DofE, safeguarding, mental health first aid, First Aid, CSCS, Speech and Language, counselling, careers and health and safety.

All staff complete an in-depth induction programme of courses, with annual updates. We have 7 staff enrolled on Level 5 Education and Training, 1 enrolled on the NPQSL and 1 on the Level 3 Teaching Assistant NVQ. One member of staff completed a SEND online qualification this year. We have enrolled 6 staff on NPQ qualifications for 2023/24.

### **Evaluating the effectiveness of the SEND provision**

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

- Detailed tracking and monitoring systems
- Teaching and learning quality assurance processes
- Reviewing learners' individual progress towards their core goals each term
- Termly reviews
- Reviewing the impact of interventions
- Reviewing Provision Plans
- Learner voice through the Youth Participation Group and questionnaires
- Parent/carers voice through the Parent Carer Participation Group and parent/carers



surveys/questionnaires

- Monitoring by SLT
- Holding annual reviews for learners 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**

The admission of learners with EHCPs to specialist post-16 provisions (SPI) is a decision for the local authority (LA) who has statutory responsibility for arranging their provision. There are admission criteria that are applied in order to determine if a particular post-16 provision would be a suitable placement.

If suitable, the LA will name Liberty College in Section I of the EHCP after the Year 11 Annual Review. This will state the requirements of the young person before admission into our provision.

Liberty College aim to accept all named learners on to courses providing that the college can meet their needs.

When considering applications, Liberty College will always give the highest priority to meeting both the needs of the learner who has applied and to those already offered a place on a course. We will make every effort to appropriately match any learners to the most suitable and appropriate course and group or one to one provision. All applications will be dealt with promptly and efficiently.

Any non EHCP applications will be needs assessed on a case by case basis and dependent on availability. We will carefully consider all applications that do not have an EHCP and attempt to accommodate all learners.

We will treat applications equally and we will not discriminate against learners with SEND.



### **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 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:

- Wellbeing Leader
- Wellbeing Sessions
- Pastoral Leader
- Learners with SEND are encouraged to be part of the Youth Participation Group
- We have a zero-tolerance approach to bullying
- Counselling
- Detailed and robust PSHE and RSE 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



- Virtual Schools

### **Handling complaints regarding the SEND provision**

Parents/carers 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/carers 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 Wellbeing Leader and DSL. The Designated Teacher is expected to work closely with the Head of College, rest of the SLT, Tutors and LSAs 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](#)

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.