



AccXel SEND Policy

Rationale

At AccXel, we believe in teaching and learning in such a way that each individual student strives to achieve above and beyond expectations through a balanced and differentiated provision. This includes those students who are identified as SEND.

Definition of SEND

A 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.

A young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than most others of the same age, or
- Has a disability that 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.

Objectives

AccXel is committed to meeting the special educational needs of students and ensuring that they make progress. In line with our Mission Statement, we will:

- Have a whole college/person approach to SEND,
- Every tutor at AccXel is a teacher of every student, including those with SEN.
- Provide a safe environment for SEND students.
- Identify and provide support for students who have special needs.
- Provide support and advice for all staff working with SEND students.
- Develop and uphold the school as a caring community in which respect, understanding, and concern for other people form its basis; encourage students to recognise their needs and responsibilities in the workplace and whilst at college.
- Ensure all SEND students have high aspirations and be as independent as possible.

Identification

Students with SEN are usually identified through the recruitment process where they are asked to disclose any existing SEN and liaison with previous education setting for any My Plan/EHCP information. All students are assessed using standardised Maths and English tests before entry, namely BKSB and Lucid.

Teaching and Learning – If a tutor has concern about a student at any time they will liaise with our SEN Lead – Fiona Stacey. All staff are responsible and accountable for the progress and development of the SEND students in their class, including where students access support from specialist staff.

High-quality teaching and differentiation for individual students is the responsibility of the tutor. Students can access the apprenticeship standards by staff understanding their needs and adapting their teaching approaches accordingly. Staff are clear about the outcomes of any SEN support for the student and have high aspirations for all their students.

AccXel regularly reviews the quality of teaching for all students. This includes reviewing and where necessary, improving teacher's understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. The SEN Lead is always available to give advice and strategies to staff on 'best ways of learning'. Advice and strategies from specialist staff are always shared.

Updates are made available to staff, by the SEN Lead, via face-to-face meetings, attendance at subject meetings, and liaison with subject leaders.

External and in-house training is available to support the staff, individually or whole college. Work on differentiated materials and resources is ongoing.

Support

The support timetable is regularly updated, and requests from both staff and students are acted upon whenever possible.

Classroom-based support and intervention can take place in one-to-one, small-group or whole-class settings.

Subject-based intervention is usually provided by subject specialist staff. Intervention can take place before, during, or after the college day.

Differentiated resources and classroom displays are readily available.

Literacy intervention is available through timetabled lessons and activities and is a priority of the college designed to promote independent learning and curriculum access.

Individual teachers are responsible for making lessons accessible for all. They liaise with the SEN Lead on differentiation and have had recent in-house training on this.

Support is also available during breaks and lunchtimes for vulnerable students.

The college provides support to all parents when needed. Administrative support can be supplied via the main office if requested.

Careers advice and guidance is delivered to all students.

Reviewing and Evaluating Outcomes

Students receiving additional support and/or interventions are logged through the college's Markbook process. The progress of students with SEND support needs is monitored in line with college assessment procedures. Internal tracking systems are used to highlight the progress of individuals as well as identified groups. SEND students who are underachieving are then interviewed and support is adapted to suit their needs and requirements.

The effectiveness of the college's provision is measured in the progress that individuals and groups of students make over time. The college is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

Roles and Responsibilities

The SEN Lead will work closely with staff to ensure the effective day-to-day operation of the college's SEND Policy. The SEN Lead will identify areas for development in SEND and contribute to AccXel's Development Plan. The SEN Lead will coordinate provision for students who receive SEN Support.

The SEN Lead will be responsible for exam access arrangements for SEND students.

The SEN Lead will be responsible for providing a SEN Information Report

The Head of Apprenticeship Services and SEN Lead will be responsible for the formulation of the SEND Policy and disseminating it to staff. All teaching and non-teaching staff will be involved in the implementation of the Special Educational Needs Policy.

They are responsible for differentiating the curriculum for students with special educational needs and will monitor their progress. All Heads of Department or Faculty Leaders will review and monitor the progress made by SEND students in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SEN Lead.

Complaints

Should a parent or carer have a concern about the SEND provision made for their child they should, in the first instance, discuss this with the Head of Apprenticeship Services. If the concern continues, the SEN lead and tutor will re-assess the student, if relevant, set new targets, inform staff, and seek help and advice from other agencies, for example – LEA.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the principal. If the principal is unable to resolve the difficulty, the parent's concerns should be put in writing to the Chair of Governors, Mr Warren Thomas. The board of Governors will be involved after other avenues to resolve the situation have been exhausted.

Training

The SEN Lead and Principal will keep fully up-to-date about SEND issues through attendance of training and meetings. In addition, the SEN Lead will develop personal skills through attendance at specialist training, liaison with outside specialists, reading, and through subscription to professional bodies.

Other teaching staff will be kept up-to-date informally by the Headteacher/SEN Lead and formally at staff meetings and training.

Non-teaching staff who support individual students and groups of students need to have a wide range of curriculum and special educational needs knowledge. This will be updated by attending relevant courses sourced by AccXel and by being given the opportunity to attend courses run by specialist agencies.

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This policy should be read in conjunction with the following policies:

- Safeguarding Policy Anti-Bullying Policy
- Equality and Diversity

Signed MSD

Date 4th September 2023

Review Date 3rd September 2024