Special Educational Needs Annual Report

Last Amendment Date:	June 2021
Next Review Date:	June 2022
Reviewed By:	Laura Ellis - Inclusive Learning Manager

How does the college identify young people with special educational needs?	The college will assess each student's current skills and levels of attainment on entry, which will build on the previous settings achievement, where appropriate. Teachers will make regular assessments of progress for all students and identify those whose progress:
	- Is significantly slower than that of their peers starting from the same baseline - Fails to match or better the student's previous rate of progress - Fails to close the attainment gap between the student and their peers - Widens the attainment gap
	This may include progress in areas other than attainment, for example, social needs.
	Slow progress and low attainment will not automatically mean a student is recorded as having SEN.
	When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the young person and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How many young people in the college have special educational needs?				
	LLDDGroup	**F**	**M**	**Total**
	Learning Difficulty	6	5	11
	Medical Condition	35	21	56
	Mental Health	6	2	8
	Physical Disability	1	3	4
	Sensory Impairment	1	3	4
	Total	**49**	**34**	**83**

What types of special education needs does the college currently need to provide?	The college currently provides additional and/or different provision for a range of needs, including:
	- 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, hearing impairments, processing difficulties, epilepsy

How are young people with SEN	Teachers are responsible and accountable for the progress and development of all students in their class.

ensured access to the curriculum?	High-quality teaching is the first step in responding to students who have SEN. This will be differentiated for individual students. The college will also provide the following interventions: • make reasonable adjustments for students with additional support needs • pro-actively liaise with in-class support staff to ensure effective implementation of the recommendations • follow the advice provided by staff from the Inclusive Learning Team • seek advice or training from staff within the Inclusive Learning Team to develop their skills and knowledge in making adjustments • contact the Inclusive Learning Team to request access arrangements, where appropriate as soon as the need is identified • use strategies in making adjustments that encourage students' independence • Provide curriculum support classes in line with the students' need for extra time
What are the targets and outcomes for young people with special education needs (high level data only)	All students with an additional support need who disclose their needs to the college are entitled to: • a consultation with a member of Inclusive Learning staff to agree recommendations of how they will be supported during the transition period and whilst at college • their recommendations being followed by teaching and support staff they are in contact with, who may need to make adjustments • refuse the support offered to them, unless there is a risk to their safety or that of other students and staff; or as part of their learning agreement such support is deemed necessary to ensure they achieve the qualification/s for which they are being funded • a risk assessment being undertaken, where attendance on their chosen course may pose a risk to themselves or to others • examination access arrangements if appropriate evidence is produced in advance of the exam and is in accordance with the JCQ Access Arrangements
How is their progress monitored?	The college will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The teacher will work with the Inclusive Learning Manager/SENCO to carry out a clear analysis of the pupil's needs. This will draw on: • The teacher's assessment and experience of the student • Their previous progress and attainment or behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The student's own views • Advice from external support services, if relevant

	The assessment will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The college will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	The college makes the following adaptations to ensure all students' needs are met: - Differentiating the curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. - Adapting the resources and staffing - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. - Differentiating the teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. - main exam rooms will be located on the ground floor (Sports Hall, Main Hall and 0Q26) - lifts are located on either side of the building to facilitate access to any exam rooms in the case of separate accommodation requirements - exam rooms and those used for separate accommodation will be situated near to an accessible toilet - risk assessments will be carried out where appropriate There will be accessibility to and from exam rooms for all students inclusive of wheelchair users - A Personal Emergency Evacuation Plan (PEEPS) will be incorporated in exam rooms (Sports Hall, Main Hall and 0Q26). - Invigilators will facilitate rest breaks for candidates who need to take regular medication - Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate. - Specialised equipment for an exam will be provided where an access arrangement has been made - Appropriate seating will be provided for those who have a disability that affects seating and posture - Any issues concerning individuals in the exam room, will be communicated to the Exams Officer
How are college resources deployed? - How many LSAs - Any external support	The college employs 5 Learning Support Assistants (LSAs) who are trained to deliver interventions such as 1:1 and small group literacy, numeracy and wellbeing interventions. The college holds a Wellbeing Cafe which supports students with developing positive mental health and wellbeing strategies and also supporting social interactions between students. Learning Support Assistants support students on a 1:1 basis when highlighted as a requirement in relevant statements such as

• Equipment and any adaptations	an EHCP or has been highlighted as a requirement by the student, parent, teacher or other relevant professional and this need has been assessed for by the Inclusive Learning Support Manager/SENCO. Learning Support Assistants will support students in small groups when highlighted as a requirement in relevant statements such as an EHCP or has been highlighted as a requirement by the student, parent, teacher or other relevant professional and this need has been assessed for by the SENCO. The college works with the following agencies to provide support for students with SEN: • Birmingham City Council and other relevant local authorities • Birmingham City Council Sensory Support Service • Sixth Form Colleges Association • Association of Colleges
Are there any budget/resource issues in terms of SEN provision?	This will be achieved by: • ensuring those in receipt of support are eligible to receive that support. • the use of assistive technology • providing information to all staff in College regarding their responsibilities under the Equality Act • providing annual CPD opportunities and advice to staff that promote the understanding of students' SEND • the continued development and implementation of systems that encourage disclosure of additional support needs before the student starts College • the provision of support as early as possible in the students' study programme • the promotion of the services offered by the Inclusive Learning Team to staff and students. • the development of resources to assist college staff in understanding the needs of students with SEND • the undertaking of risk assessments where there is a potential risk to students or staff due to the nature of the students SEND. • focusing on supporting students to progress and reach positive destinations in adult life (CoP, 7.5, 2015); • A coherent study programme which provides stretch and progression and enables students to achieve the best possible outcomes in adult life (CoP, 7.6, 2015) • ensuring that the sharing of information on students' SEND occurs only with their consent and where it is to their advantage and in line with GDPR (2018)
Describe the progress on any parts of the College Improvement Plan relating to SEN	There has been progress made with the utilisation of assistive technology within the department to enhance independent learning in young people with SEND. There has also been progress in SEND students consistently attending lessons and in their punctuality to lessons in line with their non-LLDD peers. Furthermore, there has been progress made in the achievements for students with mental health. There has been progress made in the procedures and

	systems in place to support and assess exam access arrangements. reflected in our most recent JCQ inspection raised no concerns or queries over the evidence and processes in place regarding access arrangements. There has been progress made in parents/carers views of the support available at college. There has also been progress made in providing high quality transition opportunities for applicants who declare SEND, despite restrictions in place due to the coronavirus pandemic.
When was the SEN policy last reviewed and when will it be reviewed next? • Who is involved in reviewing the policy? • Does the policy reflect and meet needs of pupils • What does it say about supporting pupils in their transfer to and from other schools?	<table><tr><td>Last Review Date:</td><td>May 2021</td></tr><tr><td>Last Amendment Date:</td><td>May 2021</td></tr><tr><td>Next Review Date:</td><td>May 2023</td></tr><tr><td>Reviewed By:</td><td>Vice Principal</td></tr></table>
Has the SENCO undertaken the necessary training?	The SENCO achieved a qualification from NASENCO in the coordination of SEND a Level 7 in June 2021.
Have the relevant staff members received appropriate training?	Our SENCO has 1 years' experience in this role and has worked as a teacher and an access arrangements assessor in previous roles. The SENCO role is a fully remitted role and the SENCO works full time (5 days per week, term time only) to manage the SEND provision across college. The college employs a team of 5 LSAs who are trained to deliver SEN provision. The team also comprises of the Open Learning Centre (OLC) Manager who provides support to students accessing the OLC (computer suite) and also provides insight and guidance with assistive technology.
Which external agencies and support agencies are the college working with and how well is this working?	The college works with the following agencies to provide support for students with SEN: • Birmingham City Council and other relevant local authorities • Birmingham City Council Sensory Support Service • Sixth Form Colleges Association • Association of Colleges The college has excellent links and support from these external agencies and the sensory support service in particular make regular visits and provide high quality support for students with visual and/or hearing impairments, including regular assessments, support with reviewing EHCPs for those who have them and support with

	accessing relevant external services such as bespoke counselling, equipment loans.
What communication strategies are in place for parents/carers of children with SEN?	The Inclusive Learning Support team will have an early discussion with the young person and, where appropriate, their parents/carers when identifying whether they need special educational provision. These conversations will make sure that: • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • Everyone understands the agreed outcomes sought for the young person • Everyone is clear on what the next steps are • Notes of these discussions and any outcomes will be added to the young person's record.
What is going well?	Students with SEND enjoy the courses and are enrolled appropriately on courses that meet their needs academically and personally and continue with these for their duration, in line with their peers. Assistive Technology is utilised well within the department to enhance independent learning in young people with SEND. Students with SEND enjoy coming to college, consistently attend lessons and are punctual to lessons in line with their peers Achievements for students with mental health difficulties are outstanding Exam access arrangements are well managed by the Inclusive Learning Support Manager/SENCO, who has a qualification and experience in access arrangement assessing and coordinating. The most recent JCQ inspection raised no concerns or queries over the evidence and processes in place regarding access arrangements. Parents/guardians are positive about their experiences with the ILS Team, Positive feedback has been received from parents regarding the communication and the support measures in place. The Inclusive Learning Support team provide high quality transition opportunities for applicants who declare an LLDD, despite restrictions in place due to the coronavirus pandemic LLDD students at Joseph Chamberlain College achieve outstanding outcomes and some cohorts are achieving better outcomes when compared to their non-LLDD peers. Students who with ASD achievement outcomes are outstanding. Students with dyslexia have excellent achievement outcomes.

	The vast majority of LLDD students' progress from college into a positive EET.
What is going less well and needs to be improved?	The use of assistive technology could be promoted more widely, particularly in exams and assessments.

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