

SEN Information Report for Hereford Sixth Form College

In accordance with Section 69 of the Children and Families Act 2014

Hereford Sixth Form College provides full-time GCSE, GCE and BTEC courses for 16-19 year old students. The college is one of the top Sixth Form Colleges in the country and is proud of its excellent reputation. It was the inaugural winner of TES FE Awards for Sixth Form College of the Year 2016. Details of the courses available and individual course entry requirements can be found on the college website (www.hereford.ac.uk).

You may also request a printed prospectus by contacting the College directly on 01432 355166. There are three Open Events during the year; in October, February and May. These events give prospective students and their parents the opportunity to visit the college and discuss individual learning needs. Members of the Learning Support team are available at all these events.

The College has high expectations of all its students and they are all encouraged to work hard and achieve their full potential. Teaching is highly personalised and differentiated in all subject areas. We have the same aspirations for our students with Special Educational Needs and Disabilities and want them to achieve the very best they can whilst they are here.

Identification of Additional Needs

Applications are welcome from students who may have a physical or learning difficulty, a medical condition or mental health issue and all learners are treated fairly with regards to race, economic or social background, gender, transgender, pregnancy, parenting, marital status, age, religion or belief, disability or sexual orientation. The College's Equality, Diversity and Inclusion Policy, Single Equality Scheme and Action Plan are available on the College website.

Every local authority has a duty to publish information about education, health and social care services for all children and young people with SEND and their families in its area. This is called the "local offer" and it must include all post 16 education and learning options. Herefordshire's local offer can be found by following this link:

https://www.herefordshire.gov.uk/info/200228/local_offer

Pre entry

Students are actively encouraged to disclose a learning difficulty, disability or medical condition on the application form. Anyone who does disclose a learning difficulty or disability is interviewed by a member of the Learning Support team, either in school or at the College. Applicants who disclose a medical condition will be interviewed by the Medical Liaison Officer. The more information we have during the application process the better we can plan for the necessary support when a student enrolls at College.

Students have other opportunities to disclose a pre-existing condition:

- At their pre-entry interview
- During the enrolment process
- At the “settling-in “ interview with their Personal Tutor
- During individual interviews with tutors
- Any time during their course

The College offers Year 10 and 11 “taster days” during which students attend the College and visit subjects they are interested in studying.

Students with an Education and Health Care Plan are invited into College during the spring term to meet the Learning Support team. We can then ensure that support is in place once the student enrolls in the autumn. This gives the student an opportunity to familiarise themselves with the layout of the College as well as meeting members of the Support Team.

A Transition Event is held in the summer term. This is held for students who may find the move from school to College difficult and it is hoped that by attending the event students may feel more relaxed and supported during the transition process. Students come into College for half a day, meet members of the extended support team, Directors of Studies, have tours around the College with Ask Me students and meet other new students who may have been in a similar situation. Students are given information about the mentoring and study skills available at College and take an in depth look at the enrolment and induction processes so that they are aware of what to expect when they enrol and during the first few days at College.

We aim to ensure that the transition from High School to Sixth Form College is seamless and as stress free as possible.

At College

All students undertake a short online questionnaire when they enrol. This can help us identify those students who may need extra support with their studies.

Students who have disclosed a learning difficulty, disability or medical condition will be contacted once they have enrolled. They will be seen as soon as possible by either a Learning Support Assessor in the case of students disclosing a learning difficulty or disability or by the Medical Liaison Officer in the case of students disclosing a medical condition or physical disability.

The Learning Support Assessors will discuss the student’s learning difficulty and find out how the College can support them. This may mean that the student undertakes some assessments in order for the Assessor to apply for exam access arrangements such as extra time. We will also contact the student’s previous school to obtain copies of previous assessment reports (JCQ Form 8s which provide necessary background history of the student’s difficulties). During the meetings the student and the Learning Support Assessor will formulate an Individual Learning Plan. This will give subject

tutors details of the student's learning profile, classroom requirements, access arrangements for exams, targets for independence and what further support may be necessary e.g. study skills, subject workshops, mentoring or the use of assistive technology. This ILP is distributed to all of the student's subject tutors and the Director of Studies. All students will be encouraged to become an independent learner but support is always available.

Referral to Learning Support once you have enrolled

Support is available from within departments in the form of subject specific workshops and if a student feels they are struggling in a particular subject they are encouraged to attend. However, if they feel that these workshops are not helping, they can talk to any of their subject tutors or Personal tutors and ask for a referral to Learning Support for an assessment. An Assessor will meet with the student, carry out some assessments, gather evidence from tutors and then, if appropriate, apply for exam access arrangements. These arrangements can include extra time, word processing, rest breaks, a reader, scribe or prompt. The assessments are carried out using tests designated by PATOSS and JCQ and a JCQ Form 8 is completed. The Learning Support Assessor and student will complete an Individual Learning Plan which is sent to all the student's subject tutors and personal tutor. This will include advice for classroom differentiation and what further support the student may find useful.

The views of students receiving Learning Support are sought during an annual evaluation process. The results of this evaluation help to form the basis for continued improvement of the support provided.

The Personal Tutor would be the first point of contact for parents if they had any concerns. Although the Children and Families Act 2014 applies directly to young people after compulsory school age, the College will continue to liaise with parents, guardians and carers.

Monitoring progress

Students discuss their progress formally with their subject tutors twice a year and then College reports are sent to parents, guardians or carers. These are followed by a series of Parents' Evenings during which time individual tutors are available for discussions.

All students who are on the Learning Support register have both an administrative file and an assessment file retained within the Learning Support department. These include details from pre-entry (the application form), learner agreement/consent forms, assessment reports, access arrangement reports and the ILP.

Students with an Education, Health and Care Plan are reviewed regularly and reports are available for the appropriate Local Authorities to view in line with present statutory regulations. This focuses specifically on the next steps for

students and the support they need to prepare for transition from College. An Annual and Final Review is held with every student who has an Education, Health and Care Plan.

Physical Access

The College is fully accessible and all of the buildings have lifts. There are no restrictions on choice of curriculum. A Personal Evacuation Plan, agreed with the student in advance, is provided for all students who require one.

Accessibility

All the College PCs have the Claro computer reader installed on them enabling all students to use the read back facility. Students who are entitled to use a reader in exams are encouraged to use Claro as it increases independence.

Students who are entitled to use a scribe for exams and who are unable to word process are encouraged to use Dragon voice to text software, increasing independence. Several of the Learning Support laptops have Dragon installed on them and students can borrow these on a long-term loan.

The College is committed to providing equal access to a broad and balanced curriculum, inclusive of all equality groups and regardless of personal circumstances or special educational needs and disabilities.

Transition

Students with SEND are supported through the transition process to either Higher Education (HE), Further Education (FE) or employment. Students progressing to HE and FE are given advice and support with applying for the Disabled Students' Allowance (DSA). Information about the DSA is forwarded to all second year Learning Support students and information event is held in the Spring term of their second year.

External Support

The College has access to external services such as specialist Hearing and Visual Impairment Tutors. Directors of Studies also liaise with CAMHS and other health practitioners.

The Learning Support team

The Learning Support team includes highly qualified professional assessors, study skills mentors and Learning Support Assistants.

The Head of Learning Support has received extensive training and attended events in the implementation of the SEN reforms. Whole staff training on the new regulations took place during 2015. Governors' training took place in 2016.

What to do if things go wrong

The Personal Tutors is the first point of contact or concerns can be raised under equality@hereford.ac.uk with John Pratt, Director of Safeguarding, Inclusion and Development who will aim to respond to your concern within 24 hours. If a complaint is to be made the Principal can also be contacted directly.

If the problem is not resolved, you have the right to take your complaint to the Chair of Governors and still further to 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 complains is available on the gov.uk website.