


## Document

# SEND Information Report

Approved by:	Board of Trustees
Oversight by:	CEO
Date:	Autumn term 2024
Review Date:	Autumn term 2025
Relating to:	 <b>DURHAM</b> SIXTH FORM CENTRE

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## 1. Policy Introduction and Purpose Statement

- 1.1. Dear Parents and Carers, the aim of this information statement is to explain how we implement our Special Educational Needs and Disabilities (SEND) Policy (available on our website). In other words, we want to show you how SEND support works at Durham Sixth Form Centre. If you have any questions regarding anything in this Report or anything to do with our SEND support, please contact the Special Educational Needs Coordinator (SENCo) on the contact details below in the first instance.

### Contact details and key staff

<b>Durham Sixth Form Centre</b>	Address: Providence Row, The Sands, Durham, DH1 1SG
	Phone: 0191 383 0708
<b>Principal</b>	Joanne Lain
<b>Vice Principal/SEND Senior Link</b>	Lee Bone Email: <a href="mailto:lee.bone@durhamsixthformcentre.org.uk">lee.bone@durhamsixthformcentre.org.uk</a>
<b>Special Educational Needs Coordinator</b>	Amanda Eggett Email: <a href="mailto:amanda.eggett@durhamsixthformcentre.org.uk">amanda.eggett@durhamsixthformcentre.org.uk</a>
<b>Deputy Special Educational Needs Coordinator</b>	Stephen Joel Email: <a href="mailto:stephen.joel@durhamsixthformcentre.org.uk">stephen.joel@durhamsixthformcentre.org.uk</a>

### How do we work?

- 1.2. At Durham Sixth Form Centre, we have high expectations of all of our students and aim to ensure that we provide them with a high quality education and effective support so that they are able to maximise their fullest potential both academically and personally. We believe in creating an inclusive learning community that recognises achievements and celebrates the successes of all young people and as an integral part of our inclusion agenda we endeavour to actively cater to the needs of our SEND students.
- 1.3. Durham Sixth Form Centre is committed to providing high quality teaching and learning, as well as excellent support, care and guidance for all students, whilst recognising that every student is an individual who may have a variety of educational and personal needs. We aim to support every student in an inclusive learning environment which provides them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to learning if necessary. We aim to encourage all students to become confident, resilient individuals who can make a successful transition into adulthood and progress to positive and meaningful destinations, including employment, further or higher education or training.

## 2. Admissions Policy

- 2.1. We aim to ensure equal opportunities by offering places to all applicants, provided that they meet the minimum entry requirements and as long as we are certain that we can meet individual needs. Please see our Admissions Policy on our website for more details.

### **How do you identify Special Educational Needs and Disabilities (SEND)?**

- 2.2. All applicants have a number of opportunities to declare if they have a learning need, disability, are considered vulnerable or have a medical condition which may affect their learning even before enrolment at Durham Sixth Form Centre. These opportunities include:
- On the initial application form.
  - During a transition interview (which parents/carers can also attend) or school visit by the DSFC team.
  - At Open Evenings, where specialist staff, including the SENCo, are available.
  - At enrolment, which again also includes a one-to-one meeting.
- 2.3. Information in relation to SEND is also collected during transition meetings, which take place between our Pastoral Team and Heads of Year/Pastoral Teams in many of our partner schools, prior to enrolment. This supports information gleaned from Common Transfer Files (CTF), which are sent from partner schools when students enrol at Durham Sixth Form Centre.
- 2.4. Collection of this information allows us to liaise with students, their feeder school and parents/carers to ensure the study programme is appropriate and that any additional support is carefully planned. This may also involve partnership work with external agencies. This is one of the reasons why we expect students and their parents/carers to be open and honest with us about a student's additional needs at the earliest opportunity. It is important that the student or parent/carer provides evidence of need in relation to a formal diagnosis.
- 2.5. We also understand that some learner needs may only become apparent after a student has embarked upon a study programme with us. If this is the case, our subject teams will work with specialist staff to identify and address emergent needs in situations where it is suspected that a student is having difficulty because they may have a special educational need, disability or are considered vulnerable.

### **How will you support my child with their special educational needs and disability?**

- 2.6. Where high-quality teaching, which is differentiated and personalised, does not meet the individual needs of the young person, we will endeavour to put additional provision in place as appropriate.
- 2.7. This may include:
- Assessment of the student's needs by bringing together all relevant information from the school, from the student and from those working with the student.
  - Discussing all the relevant information gathered with the young person and their parent/carer(s).
  - Planning for an implementation of support or intervention that is designed to meet the individual student's needs and aspirations.
  - Access to the Student Support Team (e.g. SENCo, Deputy SENCo, Student Support Mentor, or the Health & Wellbeing Officer).
  - Offering one-to-one support (e.g. Student Support Mentor).
  - Access to in house counselling and mentoring services.
  - Testing for, and implementation of, any approved access arrangements for examinations (e.g. extra time, reader or scribe).
  - Assistive technology e.g. the use of a laptop in class and for examinations.
  - Access to a quiet area.
- 2.8. Please refer to the full SEND Policy for further information.

### **How will the curriculum be matched to my child's needs?**

- 2.9. At Durham Sixth Form Centre, we offer a broad curriculum with a number of different study programmes which we believe should meet the needs and ambitions of all of our students. However, students must opt for three Level 3 courses and Core in order to be classified as a full time student. We are able to offer students flexible, bespoke study programmes within which they can combine A-level, BTEC and other Level 3 courses, enabling them to follow an individualised programme which is most suited to their needs, ability and future outcomes.
- 2.10. At Durham Sixth Form Centre, we are also committed to providing high-quality, inspirational teaching and learning for all students; this is quality first teaching that each student will receive from their subject teacher and may include some very minor adaptations to match the specific needs of individual students.

### **How will we know my child is progressing?**

- 2.11. We provide regular updates through termly progress indicator letters and subject consultation evenings in both Year 12 and Year 13.
- 2.12. Parents and carers can contact a young person's Pastoral Support Manager by email or telephone to discuss any issues or concerns at any time.

### **What support will there be for my child's/young person's overall wellbeing?**

- 2.13. We pride ourselves on the support which we offer students and are equally as interested in their personal welfare as their academic welfare. Our Pastoral Support Managers have a similar role to a Head of Year and they will be available to help and support students throughout their time at Durham Sixth Form Centre.
- 2.14. Our Health and Well-being Officer's main role is to offer a confidential advice and information service to students, on any health and well-being issue. There are various forms of confidential counselling available through Durham Sixth Form Centre.
- 2.15. Durham Sixth Form Centre does not tolerate bullying and/or peer-to-peer abuse. If a student feels that they or others are being bullied, harassed or discriminated against, they should report it to a member of staff. All reported incidents will be investigated, dealt with accordingly and logged.

### **What specialist services and expertise are available at or accessed by the school?**

- 2.16. Where the student's needs are not being met by the strong, evidence-based support provided by Durham Sixth Form Centre, specialist help will be sought from, for example, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services and supported employment services.
- 2.17. If, despite Durham Sixth Form Centre having taken relevant and purposeful action to identify, assess and meet the needs of a student, the student is still not making the expected progress, we or the young person will consider requesting an EHCP needs assessment. At all points of this process both the student and parents will be kept informed.

### **How are staff trained regarding SEND?**

- 2.18. Ms Amanda Eggett is the SENCo and holds the national accreditation for SEND co-ordinators.

- 2.19. We provide necessary and continued professional development for all staff, ranging from new staff induction through to specialist training to ensure that teachers meet the needs of students with SEND.

**What activities outside the classroom will there be?**

- 2.20. Trips and extra-curricular activities are open to all students subject to risk assessments and funding.

**How accessible is the school environment?**

- 2.21. The oldest and main part of Durham Sixth Form Centre' buildings is over one hundred years old and access to the first floor is via two original staircases. Although it is not possible to make adaptations so that all of Durham Sixth Form Centre is fully accessible, reasonable adjustments have been made to the building to accommodate students with accessibility needs. Further details are included in our [Accessibility Plan](#). Wherever possible, Durham Sixth Form Centre is committed to ensuring that all subjects and curriculum routes are accessible to all students and will make reasonable adjustments to the curriculum plan and individual study programmes to accommodate students with sensory or physical needs.

**How are the school's resources allocated and matched to young people's special educational needs?**

- 2.22. The CEO and Trustees will establish a clear picture of the funds available and consider their strategic approach to meeting SEND in the context of the total resources available from the national funding formula and top up funding. Where high needs funding is required, we will work with the Education and Skills Funding Agency (or DfE when they replace the ESFA) to secure additional funding support that is in excess of the nationally prescribed threshold.
- 2.23. We understand that in reference to personal budgets, where a direct payment is proposed for special educational provision, the ESFA must secure the agreement of Durham Sixth Form Centre, if any of the provision is to be delivered on that institution's premises or in the case of contributions from the top up funding.

**How is the decision made about what type and how much support my child/young person will receive?**

- 2.24. Where a student is identified as having a special educational need, we will assess the student's needs, plan for it, provide intervention and review the impact on the student's progress towards their outcomes, as outlined below:
- We will assess a young person's special educational needs at interview, upon enrolment, and as they arise throughout the year, if applicable.
  - We will plan the provision to meet the outcomes in their Student Support Plans and EHCP, including the commitment of associated funding, where appropriate.
  - We will put the provision in place to support meeting those outcomes.
  - We will review the support and progress at Subject Consultation Evenings, following the publication of Progress Indicator Levels, mock examination results, and external examinations, as well as at annual review meetings.
- 2.25. At review meetings, we will:
- Discuss with the student and parents/carers the impact and success of the intervention and support.
  - Consider the student's progress and any changes to their ambitions and aspirations.
  - Plan for any changes to the type and level of support as assessed from the evidence, as the need arises.

### **How will I be involved in my child's education?**

- 2.26. We engage in regular communication with the parents and carers of students with SEND. Each student identified as having a Student Support Plan or EHC Plan has a Student Support Mentor who routinely communicates with parents/carers, as well as the SENCo and Deputy SENCo. Review meetings, to discuss progress with support plans, are held regularly, in line with guidance. Parents/carers are also encouraged to attend Subject Consultation Evenings (SCEs) at key times throughout the academic year to discuss student progress with teaching staff.

### **My child is going to be starting or leaving soon, how will you help them?**

- 2.27. At Durham Sixth Form Centre we recognise that, whilst it can be very exciting to embark on a new learning journey in a new environment, for some students the transition can be quite a challenge. In order to support students to make a positive transition to Durham Sixth Form Centre, we offer a range of support, where appropriate. For example:
- We provide opportunities for students and their parents/carers to talk with the Student Support Team at Open Evenings.
  - We offer either an interview (which parents/carers can also attend) or a school visit by the DSFC team. This provides opportunities where students with special educational needs can inform us of, and discuss, their individual needs.
  - We make provision for one of our Student Support Team to attend one-to-one transition interviews, if we are aware of student needs in advance.
  - We provide additional support for SEND/vulnerable students at our annual taster day;
  - We would organise separate support meetings with a member of the Student Support Team to discuss any individual needs if required.
  - We can attend, if appropriate, review meetings from Year 11 onwards for students with an EHCP who are seriously considering Durham Sixth Form Centre as their next step and who are on track to achieve grades which meet our entry criteria.
  - We can provide opportunities which enable students with special educational needs, disabilities or those considered vulnerable to familiarise themselves with the environment and gain some experience of daily life here through smaller transition events led by the Student Support Team; we can organise separate support meetings with a member of the Student Support Team to discuss any individual needs, if required.
- 2.28. We also recognise that some students with special educational needs, disabilities or those considered vulnerable may need additional support with transition to higher education, apprenticeships or employment. They may also need support in securing relevant experience to make such transitions. We will make this explicit in their planning and support. All SEN students have a Progress Tutor as well as a Student Support Mentor, who supports each student with their progression plans.

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

- 2.29. We recognise that it is important to carefully plan transition for students who have complex needs. We work in partnership with the Improving Progression of Young People Team and partner schools to ensure that we are able to fully meet the needs of students with an EHCP. In addition to our transition support outlined above, we expect that a prospective student with an EHCP would:
- Attend transition events i.e. Open Evening in April Year 10 and/or October Year 11.
  - Make a formal application to Durham Sixth Form Centre and meet relevant entry requirements.
  - Meet with our SENCo to discuss possible options and the support required.
  - Invite our SENCo to attend the Year 11 EHCP review meeting, to discuss the outcomes and support required.

- 2.30. We are committed to attending these meetings to ensure that the support and staffing are in place to fully implement the EHCP and ensure that students can make a successful transition to Durham Sixth Form Centre.

**How does Durham Sixth Form Centre evaluate the effectiveness of SEND provision?**

- 2.31. Steps taken to monitor and evaluate our SEND provision include:
- Seeking and responding to feedback from students, parents/carers and staff.
  - Work scrutiny, learning walks and lesson observations.
  - There being a named member of the Senior Leadership Team that line manages the SENCo and strategically leads the school's SEND provision.
  - Quality assurance of SEND provision, progress against targets and scrutiny of progression and results data by the Senior Leadership Team, Governors and Trustees and external specialist services.
- 2.32. In our pledge to support parents/carers, we have clearly presented information about our SEND offer. This can be found as part of Durham County Council's Local Offer found at Families Information Services website: [www.countydurhamfamilies.info](http://www.countydurhamfamilies.info).

**What should I do if I have concerns?**

- 2.33. We welcome your feedback and hope that the information above shows that there will be regular and ongoing opportunities to discuss how your child is progressing. If you have any concerns then please do contact our SENCo directly (see contact details at the top of this Statement). If you are dissatisfied with the outcome of any initial complaint, please then contact the Principal or follow the Complaints Procedure, which is available on our website.



### 3. Appendix A: Types of SEND 2024-25

Education, Health and Care Plan		Special Educational Need and Disability	
4		75	

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
53	15	46	16

**Please note:**

- The information listed above was accurate at the time of publication.
- Students may be counted in more than one category.
- This section will be updated annually

APPROVED



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