

## Safeguarding Policy

This policy has been subject to an Equality Impact Assessment by:

**Author** Olivia Wytcherley, Assistant Principal

**Reviewer** Asma Shaffi, Principal and SLT

**Governors** Local Governing Body meeting on 20.09.2021

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact?

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised?

The college must adopt all aspects of the Child Protection legislation and Keeping Children Safe in Education 2021 (KCSIE 2021) as outlined in the Trust's overarching Statement of Statutory Duty. [KCSIE 2021 - Statutory guidance for schools and colleges September 2021](#)

The College fully recognises its responsibilities for the protection of vulnerable adults in line with the following two acts:

- [Court of Protection Act](#)
- [Mental Capacity Act 2005](#)

[SD8: Office of the Public Guardian safeguarding policy - protecting-vulnerable-adults - July 2017](#)

A summary of Part 1 of KCSIE 2021 – guidance to be read and understood by all staff:

1. There is an increased focus on the Designated Safeguarding Lead (DSL) and their deputies having a complete safeguarding picture.
2. All staff must be aware of systems which support safeguarding, including the behaviour policy and safeguarding response to children who go missing from education.
3. There is additional detail on the potential need of a young person for early help.
4. Concerns about a young person's welfare should be acted on immediately and that staff should follow the child protection policy and speak to the DSL or their deputy.
5. Staff must not assume that someone else will take action. There is a reminder of the importance of sharing information at an early stage.
6. All staff must commit to understanding and dealing with Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE); these are forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, Manipulate or deceive a young person into sexual or criminal activity.
7. The role of the local authority is set out in more detail, including that the local authority should make a decision where a case is referred to them within one day of the referral and should let the referrer know the outcome.
8. The college and its staff must monitor the signs of change in behaviours due to being groomed or grooming under the duty in the Counter Terrorism and Security Act 2015. [Revised Prevent duty guidance: for England and Wales \(Counter-Terrorism and Security Act 2015\)](#)

9. Every teacher is under a duty to report female genital mutilation to the police. Staff should also speak to their DSL about such cases.
  10. "Contextual safeguarding" means that the environment outside the college should be considered when making safeguarding decisions and referrals. Staff are advised that as much information as possible should be passed on as part of the referral process, including any external factors which, may be a threat to young person's safety or welfare.
  11. The KCSIE 2021 provides new information on mental health – mental health is explicitly included in the definition of safeguarding, which now includes “preventing impairment of children’s (and young people) mental and physical health or development”:
- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;
  - Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one;
  - Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education;
  - Staff should take action on any mental health concerns that are also safeguarding concerns, following the college’s safeguarding policy and speaking to the DSL or the deputies;
  - There's DfE guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#).
12. Sexual harassment  
[Sexual violence and sexual harassment between children in schools and colleges September 2021](#)

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of ‘it could happen here’.

Safeguarding and promoting the welfare of student’s is everyone’s responsibility. **Everyone** who comes into contact with students and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the student.

## Roles and Responsibilities

The overall responsibility for overseeing all strands of safeguarding sits with the Principal of PPC and SSFC. The Assistant Principals for both sites with sub leads in place. The DSL has the responsibility to ensure that all aspects of the legislation changes and updates of KCSIE 2019 are included in the policies and procedures for both sites.

On each site middle managers form the role of sub Safeguarding Leads; whose responsibility is to deal with any matters in the absence of the DSL on the premises. The middle managers deal with day to day safeguarding and child protection issues alongside following the correct communication channels with the DSLs. It is the responsibility of the CEO/ Principal and Governors to ensure that the college is fully compliant with the statutory guidance for [KCSIE 2021 - Statutory guidance for schools and colleges September 2021](#). Safeguarding leads and their deputies must ensure that all staff are fully trained in all aspects of legislation requirements and have knowledge of how to use local help through statutory and voluntary services.

All staff must follow the correct process in highlighting the safeguarding issues, inability to make contact with the DSL or deputies must result in making contact with the Principal/LA/Police as appropriate. It is vital that staff make contact with the DSL or sub Safeguarding Lead by getting in touch with other personnel who work closely with them to track them down.

Governing bodies and Trustees should have senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

### Role of staff

If any member of staff has grounds for concern, then they are required to report those grounds to a Designated Person immediately. Staff must ensure that any ongoing involvement is in the student's best interest. They must not wait to gather evidence, nor agree to keep information secret, nor discuss the matters with others.

Initial procedures should be undertaken as follows:

- You must not initiate a disclosure regarding abuse by asking questions.
- If a student makes a disclosure to you, you must not promise confidentiality and should make it clear that you may have to take the matter to another person. It is a legal requirement to inform the Child Protection Agency if an under 18-year-old or vulnerable adult discloses abuse.
- You must allow the student to disclose in their own words. You must not question or lead the student.
- A record of what the student says, the time, date and place must be kept. If it is not appropriate to do this at the time it must be done immediately after.
- The matter must then be referred to a Designated Person.

You must follow any further guidance given by the Designated Person in relation to recording any concerns, supporting the student and co-operating with subsequent actions to investigate the grounds of concern and to protect the student and other children concerned.

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If one of the Designated Persons is not available, you must inform another Senior Member of Staff immediately.

It is not the responsibility of staff to investigate allegations of child abuse. All subsequent procedures should follow the guidelines issued by the Department for Education and Safeguarding Children Board.

### **Role of the Designated Safeguarding Lead (DSL) and Senior Leadership Team (SLT)**

For the purposes of these procedures the term Designated Person may indicate the available senior member of staff.

The DSL will:

1. Treat the grounds of concern as reported by a member of staff as a priority action and in so doing will:
  - Consider the immediate needs of the student/s involved.
  - Take emergency action if required.
  - Gather information and if appropriate seek clarification (not proof).
  - Ensure that the appropriate person in College monitors progress and liaises with Adult and Children's Services.
  - Ask staff to record relevant information.
  - Store all written information in a confidential Incident File.
2. Refer cases of suspected abuse or allegations to the relevant investigating agencies.
3. Support young people pastorally and academically who are in care of a social worker and report signs of neglect, poor attendance and lack of endearment in learning. SLT and Governors to be aware of the profile of these students and how their needs are being met.
4. Act as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies.
5. Liaise with the Principal to inform her of any issues and ongoing investigations and ensure there is an appropriate person to represent the College.
6. Where the College provides courses for under 16s, will liaise with the schools concerned to ensure that appropriate arrangements are in place to safeguard the child/young person.
7. Will, in addition to basic child protection training, keep knowledge and skills up to date including any changes in inter-agency working and standards agreed by the Safeguarding Children Board and attend meetings of safeguarding networks to keep knowledge of local profile and crimes committed against young people.
8. Will raise awareness of the Child Protection Policy and any changes amongst all staff on an annual basis and ensure that it is covered in the induction of new staff, volunteers and community members.
9. The behaviours that are considered unsuitable for someone to work with young people and new guidance on handling allegations against supply staff is incorporated in the HR policies; DSL and SLT must ensure the full adherence to this at both sites of College.

Ensure the policy is updated and reviewed annually.

## The role of the Local Governing Body (LGB)

The Local Governing Body is accountable for ensuring that the College has effective policies and procedures in place in accordance with guidance issued by the Department for Education. Neither the LGB, nor individual Governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). However, should an allegation be made against the CEO/Principal then it is the role of the Chair of Governors or in their absence the Vice Chair to take the lead in dealing with such allegations.

The LGB should ensure that the College:

- Has a Child Protection Policy and procedures in place that are in keeping with locally agreed inter-agency procedures and that the policy is made available to parents and students on request.
- Operates safe recruitment procedures ensuring that all appropriate checks are carried out on governors, staff and volunteers who will be working with students under 18 years of age, for example List 99 and Disclosure and Barring Service checks.
- Has a procedure for dealing with allegations of abuse against members of staff and volunteers.
- Has designated a senior member of staff to take lead responsibility for dealing with child protection issues.
- Has arrangements in place to ensure that the DSL and other staff who work with under 18s undertake training to equip them to carry out their responsibilities for child protection effectively.
- Ensure that any deficiencies or weaknesses in regard to child protection that are brought to its attention are remedied without delay.
- Annually reviews the Child Protection Policy and monitors its use.

## Indicators of abuse and neglect

**All** College/ Trust staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a student. Somebody may abuse or neglect a child/young person by inflicting harm or by failing to act to prevent harm. Children/young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children/young people may be abused by an adult or adults or by another child/young person or children/young people.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/young person.

**Emotional abuse:** the persistent emotional maltreatment of a child/young person such as to

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cause severe and adverse effects on the child/young person's emotional development. It may involve conveying to a child/young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children/young people. These may include interactions that are beyond a child/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child/young person in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people. The sexual abuse of children/young people by other children/young people is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child/young person from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

**Peer on peer abuse:** there is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the College's behavioural and disciplinary systems. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as child protection issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant **power imbalance** between the young people concerned. The abuse of children and young people is often constructed around an age difference between the abuser and the abused, but in cases of peer-on-peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note

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that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.

- The perpetrator has **repeatedly** tried to harm one or more other children.
- There are concerns about the **intention** of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

Different forms of abuse are well documented in the College's **Safeguarding and Child Protection Policy**, found on the College website. These include physical, emotional, sexual abuse and neglect. In the context of peer on peer abuse examples include:

- Teenage relationship abuse (both physical and emotional),
- Girls and boys being sexually touched/assaulted,
- Initiation/hazing type violence, sexting,
- Prejudiced behaviours such as sexism, racism and social marginalisation,
- Bullying, where the context meets the criteria referred to above.

Issues surrounding Honour Based Violence (HBV), Forced Marriage and Radicalisation may also be relevant where coercion or power imbalances are involved between peers. It is also important to recognise that peer on peer abuse may well involve young people at the College and young persons and children in other contexts, thus making a full range of abuse types possible. When dealing with any disclosure of abuse it is important to remember the three bullet points above regarding power, frequency and intention. The extent to which any victim has given consent is also important.

All staff must be aware of [KCSIE 2021 - Statutory guidance for schools and colleges September 2021](#) page 118 Annex A.

### **Opportunity to teach Safeguarding**

The SLT of the college must ensure that the tutorial programme and actions in the Personal Development Programme cover various aspects of safeguarding young people including keeping safe outside of college, managing peer to peer relationships, abuse, e-safety, grooming and sexual exploitation, Female Genital Mutation (FGM), radicalisation and keeping healthy.

Whilst it is essential that governing bodies are proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The college will use its safeguarding policy and procedures to oversee the care of young people in the following categories:

- Looked After Children (LAC)/Previously LAC
- Carer
- Young person living independently.
- Young person who has suffered abuse previously.
- Young person who are parents.
- Young person in the process of transitioning.
- Your person showing any signs of vulnerability pre or at enrolment process.

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## Review of Policy

The policy will be reviewed on an annual basis.

Date of Last Approval/Revision	September 2021
Review interval (years)	Annually <i>(or sooner if guidance is updated/issued)</i>
Reviewer	Designated Safeguarding Lead (Assistant Principal),
Equality Impact Assessment (Who and When)	Reviewer and approval bodies (to be saved alongside this policy) Sept 2021
Approval/review body	Senior Leadership Team, Safeguarding Committee and Link Governors
Date of next review	September 2022 <i>(or sooner if guidance is updated/issued)</i>
Public File location	Share Point and Websites



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)**

This policy takes into account the new Special Educational Needs and Disability (SEND) Code of Practice for 0-25 years, (2015 and any updates up till September 2019). This policy should be read in conjunction with the college's safeguarding policy and the rules and regulations of Keeping Children Safe in School and Colleges 2019 which apply to all young people and children regardless of their needs. [SEND Code of Practice January 2015](#)

### **Statutory Duties**

Prior Pursglove and Stockton Sixth Form College, under Section 41 of the Children and Families Act 2014 has the following specific statutory duties:

- **The duty to cooperate with the Local Authority (LA) on arrangements for children and young people with Special Educational Needs or Disabilities (SEND).**
- **The duty to admit a young person if the institution is named in an Education and Health Care Plan (EHCP).** Young people have the right to request that an institute is named in their EHC plan, and local authorities have the duty to name that institute in the EHC plan unless, following consultations with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEND, or that the young person would be incompatible with the efficient use of resources.
- **The duty to have regard to the [SEND Code of Practice January 2015](#).**
- **The duty to use best endeavours to secure the special educational provision that the young person needs.** This duty applies to ensure that the college gives the right to support their students with SEND. The duty applies in respect of students with SEND up to age 25.

Prior Pursglove and Stockton Sixth Form College adheres to the [Equality Act \(2010\)](#) and when carrying out its functions has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled young people. It complies with the Safeguarding Policy and the [Child Protection Act](#) where overlapping issues are identified.

### **Our Aims**

Prior Pursglove and Stockton Sixth Form College aims to provide a rigorous and transformational education that prepares students for success in further education, university and beyond.

This policy recognises the entitlement of all students to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all students with SEND.

Specifically, we aim to:

- Provide a balanced and relevant curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all students requiring SEND provision as early as possible in their college journey.
- Ensure that students with SEND take as full a part as possible in all college activities.
- Ensure that parents of students with SEND, where appropriate, are kept fully informed of their child's progress and attainment.
- Ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision.

### **Definition of Special Educational Needs or Disability (SEND)**

A young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people in mainstream colleges.

Prior Pursglove and Stockton Sixth Form College offers an inclusive approach to teaching, learning and assessment which is differentiated for individuals. This is embedded in all subject areas across all levels of provision.

**Special education provision** means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained colleges, (other than special colleges) in the area. Prior Pursglove and Stockton Sixth Form College will publish and regularly update an offer of provision for students with SEND.

### **Nominated Person Responsibilities for SEND**

The college has a Principal, Assistant Principals, Directors of Inclusion and of lifelong learning, Faculty Managers and Learning Support Co-ordinators at both sites who all play a crucial role in the college's SEND provision. This involves working with the Principal and Local Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to teachers
- Managing Learning Support Assistants
- Overseeing students' records
- Liaising with families
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

Staff must be aware of:

- The roles of the participants in identifying and addressing SEND
- The procedures to be followed

- The responsibility all teachers have in making provision for students with SEND
- The commitment required by staff to keep the designated person well informed about students' progress
- Mechanisms that exist to allow teachers access to information about students with SEND
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the designated person to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

### **The role of the Governing Body and CEO**

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that students with SEND are fully involved in college activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy
- Avail every opportunity to attend training to comply with the legal obligation as well as keeping up to date with the college policy and procedure in dealing with SEND responsibilities.

### **The role of the Assistant Principal (DSL)**

The responsibilities include:

- The day-to-day management of all aspects of the College including the SEND provision
- Keeping the CEO and Governing Body well informed about SEND within the College
- Working closely with the SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the College has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring that SEND provision is an integral part of the College Improvement and Development Plan.

### **The role of the Subject Teacher**

Responsibilities include:

- Being aware of the College's procedures for the identification and assessment of, and subsequent provision for, students with SEND
- Collaborating with the designated person to decide the action required to assist the student to progress

- Working with the designated person to collect all available information on the student
- In collaboration with the designated person, develop provision plans for students with SEND
- Working with students with SEND daily to deliver targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the College's SEND policy

The College's procedures for dealing with SEND are included in Appendix A of this policy. This includes identifying SEND, planning support, record keeping, nature of intervention, involving specialists, requesting EHC plans, evaluating success, complaints procedures, staff development and appraisal, links with other agencies, partnership with parents, learner voice and education provider's responsibility to prepare students with SEND for progression into adulthood.

## Appendix 1:

### Procedures for dealing with SEND

#### Identifying SEND

Prior Purslove and Stockton Sixth Form College have a well-established transition system between school and college. An early identification of students with SEND is a priority. The college will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/assessment
- Their performance judged against level descriptors
- Student progress in relation to objectives in the College's literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations
- Records from feeder schools
- Information from young people and families
- National Curriculum results
- External exam results
- Student portfolios

On entry to the college each student's attainment will be assessed. For students with identified SEND the designated person, in collaboration with other staff, will:

- Use information from the school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve young people and families in a joint home-college learning approach
- Ensure to have a regard to the five key principals of the Mental Capacity Act (MCA) which are:
  - It should be assumed that everyone one can make their own decisions unless it is proved otherwise
  - A person should have all the help and support possible to make and communicate their own decision before anyone concludes that they lack capacity to make their own decision
  - A person should not be treated as lacking capacity just because they make an unwise decision
  - Actions or decisions carried out on behalf of someone who lacks capacity **must** be in their best interests
  - Actions or decisions carried out on behalf of someone who lacks capacity should limit their rights and freedom of action as little as possible.

## **Appendix 2:**

### **Planning Support**

Where the college decides a student needs SEND support, the college will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans will be developed with students and the support and intervention will be selected to meet the student's aspirations, based on reliable evidence of effectiveness, provided by practitioners with the relevant skills and knowledge.

SEND support might include, for example:

- Assistive technology
- Note takers
- In-class support
- Support from specialists
- One-to-one and small group support
- Specialist tuition
- Access to therapies (for example, speech and language therapy)

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Teachers will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Where teachers decide that a student's learning is unsatisfactory, the designated person will work with teachers in consultation with young people and families to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.



### **Appendix 3:**

#### **Record Keeping**

The college will record the steps taken to meet students' individual needs. The designated person will maintain the records and ensure access to them. In addition to the usual college records, the student's profile will include:

- Information from previous educational providers
- Information from young people and families
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services

### **Appendix 4:**

#### **Nature of Intervention**

Where a student is identified as having SEND, the College will act to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

### **Appendix 5:**

#### **Assessment**

In identifying a young person as needing SEND support, the teacher, working with the designated person, will carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the college's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of young people and families, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the College's own assessment and information on how the student is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the college to help inform the assessments. Where professionals are not already working with college staff the designated person, with the young person/parent's agreement, will contact them.

## **Appendix 6:**

### **Planning**

Where it is decided to provide a student with SEND support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the designated person will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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. This will also be recorded on the college's information system.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

## **Appendix 7:**

### **Delivery**

The teacher will remain responsible for working with the student daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The designated person supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Appendix 8:**

### **Review**

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The teacher, working with the designated person, will revise the support considering the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

## **Appendix 9:**

### **Involving Specialists**

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the college will

consider involving specialists.

The designated person and teacher, together with the specialists, and involving the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

### **Appendix 10:**

#### **Requesting an Educational Health Care Plan**

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the College having taken relevant and purposeful action to identify, assess and meet the SEND, the student has not made expected progress, the College will consider requesting an Education, Health and Care assessment. Parents and the student will be fully involved in this process.

### **Appendix 11:**

#### **Reviews of Statements and EHC Plans**

Statements and EHC Plans will be reviewed annually or held as frequently as needed. The aim of the review will be to:

- Assess the student's progress in relation to the IP targets
- Review the provision made for the student in the context of the College Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

### **Appendix 12:**

#### **Evaluating Success**

- The success of the college's SEND Policy and provision should be evaluated through:
- Monitoring of classroom practice by the designated person and senior staff
- Analysis of student tracking data and test results
  - for individual students
  - for cohorts
- Value-added data for students on the SEND Register
- Consideration of each student's success in meeting targets
- Termly monitoring of procedures and practice by the SEND Governor
- College self-evaluation
- The College Improvement and Development Plan (CIDP)/SEND Development Plan
- Parental involvement in devising the pen portrait and assessment of needs

## **Appendix 13:**

### **Complaints Procedures**

The college's complaints procedure is outlined on the College website and in the Student Charter. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **Appendix 14:**

### **Staff development and appraisal**

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with students with SEND. Part of the designated person's role in college-based CPD is to develop awareness of resources and practical teaching procedures for use with students with SEND. As a routine part of staff development, CPD requirements in SEND will be assessed. The Local Governing Body will undertake a similar review of training needs. Learning Support Assistants' requirements in supporting students' needs are considered frequently. Newly Qualified Teachers (NQTs) and staff new to the college will be given training on the college's SEND policy as part of their induction. The College's CPD needs will be included in the CIDP.

## **Appendix 15:**

### **Links with other agencies, organisations and support services**

The college recognises the important contribution that external support services make in assisting to identify, assess, and provide for, students with SEND. When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- SEND Support Service

## **Appendix 16:**

### **Partnership with parents**

Prior Pursglove and Stockton Sixth Form College firmly believes in developing a strong partnership with families and that this will enable young people with SEND to achieve their potential. The college recognises that parents have a unique overview of the young person's needs and how best to support them, and that this gives them a key role in the partnership.

## **Appendix 17:**

### **Learner Voice**

All students are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity. [The Children and Families Act 2014](#) gives significant new rights directly to young people once they reach the end of compulsory college age (the end of the academic year in which they turn 16). When a young person

reaches the end of compulsory college age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. In practice, the College believes that the needs of students are usually best served by continued parental involvement at this stage.

The specific decision-making rights about EHCPs which apply to young people directly from the end of compulsory college age are:

- The right to request an assessment for an EHC plan (which they can do at any time up to their 25th birthday)
- The right to make representations about the content of their EHC plan
- The right to request that a particular institution is named in their EHC plan.
- The right to request a Personal Budget for elements of an EHC plan
- The right to appeal to the First-Tier Tribunal (SEND and Disability) about decisions concerning their EHC plan

## **Appendix 18:**

### **Preparation for adult life**

Being supported towards greater independence and employability can be life-transforming for students with SEND. This support needs to start early and, should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

High aspirations about employment, independent living and community participation will be developed through the curriculum and co-curricular provision. The College will seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help students understand what is available to them as they get older, and what is possible for them to achieve. For students with EHC plans, personal budgets can be used to help to access activities that promote greater independence and learn important life skills.

For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post-16 option is part of this planning.

Under statutory guidance accompanying the Autism Strategy, the designated person should inform students with autism of their right to a community care assessment and their parents

of the right to a carer's assessment.

- Volunteering or community participation
- Work experience
- Opportunities that will equip students with the skills they need to make a successful transition to adulthood, such as independent travel training, and/or skills for living in semi-supported or independent accommodation, and
- Training to enable a young person to develop and maintain friendships and/or support them to access facilities in the local community.

It can also include health and care related activities such as physiotherapy. Full-time packages of provision and support set out in the EHC plan should include any time young people need to access support for their health and social care needs.

For a young person with an EHC plan, the local authority should ensure that the transition to adult care and support is well planned, is integrated with the annual reviews of the EHC plans and reflects existing special educational and health provision that is in place to help the young person prepare for adulthood.

Assessments for adult care or support must consider:

- Current needs for care and support
- Whether the young person is likely to have needs for care and support after they turn 18, and
- If so, what those needs are likely to be and which are likely to be eligible needs

Under no circumstances should young people find themselves suddenly without support and care as they make the transition to adult services.

**Separate policies for Safeguarding and Child Protection are available**