Lighthouse College

Special Educational Needs and Disabilities (SEND) Policy.

**Our provision:**

Lighthouse College is dedicated to providing a specialist Study Programme with the core aim of future employability. Our Study Programme offers young people aged 16-18 (and 19-24 with an EHCP) the chance to develop their personal, social and academic skills and confidence so that they can move on positively with their lives.

In a small, friendly, supportive environment, our specialist team deliver personalised sessions in work, employability and life skills, English and maths. Our young people gain experience of the world of work through guest speakers, outings, taster sessions and work placements according to their personalised plans. We also support young people to move on to further education, employment or begin traineeships and apprenticeships.

Lighthouse College is a Specialist Post-16 Institution and was awarded Section 41 approved provider status by the Secretary of State in August 2017. This means that Lighthouse College can be a named provider in a young person’s Education, Health and Care Plan (EHCP).

**Who we provide for:**

Lighthouse College supports young people who have not yet achieved a grade 4 at GCSE in English and maths and who have been unable to progress into the next life stage.

A high percentage of our students will have Social, Emotional and Mental Health Needs. In addition, our students often have additional needs such as ASD, ADHD, Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and medical needs. These needs may have been diagnosed however in many cases they have not been identified during a student’s previous educational experiences. Some students may require support due to their role in the home such as young carers and young parents.

When considering how we might meet the needs of a new student and whether we are the right provider for them to thrive in, we always consider the impact each addition may have on the young people who currently attend our provision.

**Legislation and Guidance:**

This policy and the provision for SEND at Lighthouse College takes into account the legislation and guidance detailed in the following documents:

* Special Educational Needs and Disability Code of Practice: 0-25 years.
* Children and Families Act 2014 – Part 3.
* Special Educational Needs and Disability Regulations 2014
* Equality Act 2010.

**Definitions:**

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age; or
2. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice, 2015, p.15)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’

(SEND Code of Practice, 2015, p.16)

**Roles and responsibilities:**

The SENCo (Special Educational Needs Co-ordinator)

Lighthouse College SENCo is Angela Harrison. You can contact her using senco@romney-resource.co.uk

The SENCo will:

* Work with families and young people to provide support, advice and information relating to SEND;
* Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEN receive appropriate support and high quality teaching;
* Have day-to-day responsibility for the co-ordination of specific provision made to support individual students with SEND, including those who have an EHCP.
* Work with the Head of the Study Programme to determine the strategic development of the SEND policy and provision at Lighthouse College

Lighthouse College Senior Leadership Team (SLT)

The Principal of the College is Amanda King. Amanda is the CEO and has overall responsibility for the organisation and all of its activities, including the College.

The Head of Collge is Shivonne Donovan and there are two Deputy Heads, they are Claire McCarton and Daisy Brewer.

The Head of College will:

* Have overall responsibility for the provision and progress of learners with SEND;
* Work with the SENCo to determine the strategic development of the SEND policy and provision at Lighthouse College..

The Deputy Heads of College will:

* Have responsibility for the day-to-day management of the College and progress of learners with SEND;
* Work with the SENCo to determine the strategic development of the SEND provision at the College.

College staff

College staff are responsible for:

* The progress and development of every student they are working with;
* Working closely as a team or with specialist staff to plan and assess the impact of support and interventions related to a student’s specific programme;
* Work with the SENCo to review each student’s progress and development and decide on any changes to provision.

**Our Approach to working with students with SEND:**

Lighthouse College provides individualised learning programmes for all of our students. We recognise the specific needs of each student and in response to those needs, we plan a personalised programme of support. Whatever the starting point of the young person is, each individual works towards their own personal and academic goals over the appropriate period of time needed.

We believe in the importance or mental well-being and development of skills relating to this. All young people who undertake the study programme have access to a qualified counsellor. Our staff, either formally or informally also provide students with opportunities to discuss any issues or concerns they may have.

**Our adaptations to the curriculum and working environment:**

Our curriculum includes the opportunity to study English and maths at GCSE and/or Functional Skills Entry Levels to Level 2. In line with our core purpose of future employability, students also engage in work, employability and life sessions which support our young people to develop their skills and understanding in these important areas. Our staff also facilitate a number of extra-curricular activities such as art, cooking and gardening clubs.

We make the following adaptations to ensure all our students’ needs are met:

* Working arrangements, for example working in small groups, 1:1 work, working with support or independently dependent on student choice, alternative timetables;
* Adapting our resources;
* Using aids such as laptops, coloured overlays, visual timetables, taskboards;
* Differentiating teaching for example giving longer processing times, pre-teaching key vocabulary, reading instructions aloud;
* Assessing for and acknowledging the requirement for exam access arrangements and reasonable adjustments.

At Lighthouse College we maintain a calm and quiet environment and staff work hard to create an atmosphere that is supportive and encouraging in order to build positive relationships with our students, many of whom have had negative experiences of education before coming to work with us.

**Consulting and involving students and parents:**

We promote a young person-centred approach to learning which means placing significant importance on the needs, wishes and feelings of the young person we are working with. Young people over the age of 16 have the right, under the Children and Families Act 2014 and the SEND Code of Practice 2015, to make their own decisions in relation to their education and forward pathways. All decisions will be made in accordance with the wishes of the young person unless there is a safeguarding issue which prevents this.

In addition, we actively seek to involve parents in the education of their children as long as the young person (especially if aged over 18) has consented to this. It is recognised that this is particularly important for students who have SEND where the support and encouragement of parents is often a crucial factor in achieving success. Making decisions for themselves can sometimes be a daunting experience for young people so we strongly encourage parents to support their child in this process if possible.

**Assessing and reviewing progress towards outcomes:**

We follow the four-part cycle outlined in the SEND Code of Practice 2015 of **assess, plan, do, review.**

When a student joins Lighthouse College, our staff will work with the SENCo to carry out a clear analysis of a student’s needs. This will include:

* The student’s own views
* The views and experience of parents/carers
* Initial assessments undertaken when joining the Study Programme
* Any information from previous educational experiences
* Advice from external support services, if relevant
* Information contained within an EHCP/provision plan/annual review (if applicable.)

From this information, progression outcomes will be agreed with the young person and a provision plan will be compiled by the SENCo. All staff who work with the student will be made aware of their needs, agreed outcomes, the support to be provided and any teaching strategies and approaches that are required.

The SENCo, supported by all staff, will review the effectiveness of the support and interventions, including their impact on student progress three times a year. Staff will compile reports providing general comments about progress at the end of every term which are sent to our young people.

Three times a year, students will review their progress against their agreed outcomes. Consideration will be given to:

* The student’s own views
* The views and experience of parents/carers
* Tutor assessments and experience of the student
* SENCo assessments and experience of the student
* The student’s development in comparison to their peers and national data

In addition, every young person who has an EHCP will take part in an annual review in accordance with the SEND Code of Practice 2015.

**Evaluating the impact of SEND provision:**

We evaluate the effectiveness of provision for students with SEND by:

* Reviewing the impact of interventions and tutor support each term
* Reviewing students’ individual progress towards their goals three times a year
* Using student questionnaires
* Using parent/carer feedback
* Monitoring by the SLT and the SENCo
* Using provision plans to record and review progress
* Holding annual reviews for students with EHCPs

Reviewed August 2023