

CLIQUE

C O L L E G E

SEND Policy



2024
TO
2025



01622 206009



www.cliquecollege.com

CLIQUE College SEND Policy

Issue and Review

The date of issue of this policy is September 2022.

This policy was reviewed and updated August 2024.

This policy will continue to be reviewed annually.

Scope

This document outlines the learning support provision at CLIQUE College. It informs students, parents, and staff about the general arrangements in place to support students who may need additional help to make the most of their time at the college.

Steps for Addressing Concerns

1. **Initial Concerns:** Discuss any issues or concerns with the Course Coordinator.
 2. **Further Concerns:** Speak to the Special Educational Needs (SEN) Lead.
 3. **Persistent Concerns:** Contact one of the Principals of CLIQUE College.
-

Definition of Special Educational Needs (SEN)

At CLIQUE College, SEN is defined as a learning difference requiring special educational provision, which is additional to and different from the general educational provision made for peers. This applies to students who:

- Have significantly greater difficulty in learning compared to others of the same age.
 - Have a disability that prevents or hinders them from using the educational facilities generally provided for peers.
-

Early Identification and Assessment

Admissions Procedure:

- Disabilities and medical conditions should be declared and discussed early during the application stage.
- Prospective students are encouraged to visit the college to discuss individual needs before formal application.

Teacher Identification:

- Teachers are responsible for the progress and development of all students, including those needing additional support.
- Teachers identify students making less than expected progress and seek additional support where necessary.

Indicators of Less Than Expected Progress:

- Failure to match or better previous rates of progress.
- Failure to close the attainment gap between the student and peers.
- Widening of the attainment gap.

SEN Lead Meetings:

- The SEN Lead and Course Tutors meet regularly to discuss students not making sufficient progress and identify suitable interventions.
-

Individual Learning Plans

- Students with a formal SEN diagnosis receive Learning Support Plans, reviewed annually by the Learning Support Lead in consultation with the student and parents.

High Needs Identification:

- Additional support may include special assessments, examination access arrangements, technical equipment support, mentor support, dyslexia support, help with English as a second language, and more.
 - Referrals to external specialists may be made in consultation with parents.
-

Educational Philosophy and Learning Support

Level 1: Inclusive, High-Quality Teaching:

- Highly focused lessons with clear objectives.
- Teaching that builds on existing knowledge.
- High demands for student involvement and engagement.
- Regular opportunities for student interaction and dialogue.
- Emphasis on independent learning and consistent application of learning strategies recommended by the Learning Support Department.

Level 2: Catch-Up Provision:

- For students not making sufficient progress at Level 1.

- Short-term, targeted interventions such as referral to Learning Support, targeted exercise and dietary programs, extra-curricular activities, in-class support, additional study materials, and more.

Level 3: Long-Term, Individualized Provision:

- For students not responding to Level 2 interventions.
 - May include individual literacy and numeracy support, multisensory dyslexia assessment, modified timetable, counselling support, and referrals to specialist external services.
 - Possible consideration of an Education, Health, and Care Plan (EHCP) assessment.
-

Communication of Student Needs

- Students at Level 1 may receive a Learning Passport, a document created by the student to share important information with staff.
 - Students needing Level 2 and 3 support receive a Learning Support Plan (LSP), setting out assessed needs and targeted strategies, reviewed annually.
-

Attendance

- Students are expected to attend a minimum of 95% of days.
 - The Learning Support Lead monitors attendance of students on the Learning Support Register and supports students whose attendance falls below 95%.
-

Collaboration with Students and Families

- CLIQUE College uses a 'person-centred approach' to planning for students with SEND.
 - Parents and students are involved in planning, monitoring, and evaluating the effectiveness of SEND support.
-

Student Voice

- Students' opinions and experiences are valued.
 - Opportunities for sharing views are provided, particularly during review processes and 1 to 1 meetings as well as at the end of any targeted interventions.
-

Roles and Responsibilities

- The Head of Student Services and SEND Lead is responsible for the quality of provision for students with SEND.
- All teachers are responsible for supporting students with SEND.

- CLIQUE College follows the SEND Code of Practice 2014, ensuring that children with SEND receive the support they need and engage in college activities alongside their peers.