

## Burnley College

### SEN Information Report

Date: September 2024

#### Name of the Special Educational Needs/Disabilities Coordinator:

Carlie Johnson

#### Contact details:

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#### Acronyms Key:

ASD - Autism Spectrum Disorder

DSA - Disabled Students' Allowance

EHCP - Education, Health and Care Plan

SALT - Speech and Language Therapy

SENCO - Special Educational Needs Coordinator

SEND - Special Educational Need and/or Disability

#### The kinds of SEND we provided for.

Burnley College is proactive in promoting an inclusive approach to teaching and learning, with high quality personalised teaching, differentiated for individuals and embedded in all subject areas. Our vision for young people with Special Educational Needs and Disabilities is that they achieve the very best they can from their education to lead happy, healthy, independent and rewarding lives. We have a culture of high expectation at the college and strive to narrow any potential gap in outcome, attainment and progress between young people with or without special educational needs and/or disabilities, depended on their starting points.

Students with SEND and neurodivergent learning styles are represented across the student body, including communication and interaction difficulties, cognition and learning difficulties, social, emotional and mental health and sensory/physical/medical needs.

#### Identification of Additional Needs

##### Application

We welcome applications from all students who may have physical, sensory or learning difficulties and medical or mental health issues and recognise the rights of all learners to be treated fairly, regardless of difficulty or disability. Every effort is made to meet individual needs and we employ our best endeavours to ensure that all students have equal access to the opportunities and experiences offered.

## Disclosure

The application form provides the first opportunity for students to disclose any additional needs. We want the college experience to be both rewarding and successful and actively encourage students to be completely open about their individual needs. The more information we have at point of application, the better we can plan ahead and prepare an appropriate support plan.

Further opportunities for disclosure exist:

- at the application interview
- during the enrolment process
- during individual interviews with tutors
- during monitoring interviews with subject teachers
- at any point during the course

## **What arrangements does the College make for consulting with young people with special educational needs and disabilities about - and involving them in - their education?**

### Pre-induction and Transition

Increased networking with partner schools and outside agencies has improved early identification and subsequent support for students with special educational needs. A dedicated liaison team works directly with partner schools to gain information of year 11 pupils within the school setting, delivering school assemblies aimed at improving the knowledge and skills of students in preparation for transition. For students with an EHCP, they are invited in with parents, if appropriate, to ensure that we can have everything in place for a successful transition. Every new learner is unique, and care is taken with EHCP learners to liaise with the Local Authority, parents and prior educational establishments to ensure that Burnley College is the right place for them. Open Evenings are held during the academic year to provide a further opportunity to look around the College and speak to staff confidentially if there are any concerns from the parent or learner. The Learning Development team also run a transition programme in July for students who may need to gain confidence within the building when it is quiet. Regular phone calls home may be appropriate for some students and informal meetings may take place throughout the academic year.

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

If you have disclosed as requiring additional support, information is collated from a range of sources: student, parent, previous educational provider and current teaching staff. If you fall behind with your work, we can provide additional resources for independent study or suggest strategies to enhance progress. The initial discussion focuses upon how we can best meet the needs of you as an individual, whilst ensuring that this is what you want. All teachers, personal tutors and support staff who work with the student will be made aware of the needs, the desired outcome, the support provided and any teaching strategies or approaches that are required. Support could include assistive technology or other specialist equipment, in-class assistance, exam access arrangements, a pastoral mentor or safeguarding referral. Small group study skills sessions and social skills sessions are available. Independent learning is encouraged at all junctures; discussions regarding optimal progression and personal responsibility form an integral part of this initial interview.

Opportunity to discuss support needs with Curriculum Managers, Programme Leaders, Tutors, Learning Development Department and the Safeguarding Team to enable reasonable adjustments and differentiation in the classroom.

### **How accessible is the College environment?**

Compliant with Equality Act 2010 and Children and Families Act 2014

Lift/Escalator

Disabled parking spaces

Assistive technology

### **How are the College resources allocated and matched to children/young people's special educational needs and disabilities?**

#### **How is the decision made about the type and quantity of support my child/young person receives?**

Decisions are made on an individual basis following discussions with the student based on any concerns around progress, attendance, mental and physical wellbeing.

Available resources will be matched to the type and quantity of support necessary but may include:

- SEND Support Practitioners
- Specialist teacher eg Dyslexia
- Study support
- Social Skills support
- Small group Literacy/Numeracy interventions
- 1:1 Pastoral support
- Health Care Plan
- Personal Emergency Evacuation Plan
- Counselling

**How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

The Personal Tutor is the first point of contact for any concerns that parents may have, concerning a young person with SEND, though you may also contact a member of the Learning Development Team or specific subject tutors. College events provide a valuable opportunity to ask questions face-to-face. Appointments can be made with individual teachers during Parent Consultation Evenings. EHCP review meetings provide an opportunity for parents, learners, tutors and outside agencies to review targets and set new ones to enable the student to progress.

**What training have the staff supporting children/young people with SEND had or may they have?  
What specialist services or expertise are available at or accessed by the College?**

All student-facing staff receive monthly Safeguarding updates.

Other training sessions take place during the College year covering areas such as Specific Learning Difficulties, assistive technology, classroom management and mental health awareness.

We have a team of Exam Access Arrangements Assessors.

In addition, College has a Dyslexia Specialist teacher with a National SENCO qualification, access to specialist tutors of Hearing and Visually Impaired, Autism, SEMH and Speech and Language.

We also have a team of SEND Support Practitioners providing in-class and small group support.

**How will the College prepare and support my child/young person to join the College, transfer to a new College or the next stage of education and life?**

Transition Days

Enrolment / Open / Interview evenings to discuss Learning Support.

Liaison with their School.

Attend EHCP reviews at student's school before moving to College, where appropriate.

Taster Days

Informal meetings with student and parents/carers to discuss support package, course, daily College life, etc. ensuring all in place for start of the Academic Year.

In preparing our students for the next stage of education or life, a considerable number of students are involved in work experience placements and community participation and apprentices in the workplace. There is support provided for DSA applications for students entering HE.

**How will my child/young person be included in activities outside the classroom, including College trips?**

Student Services provide an enrichment programme at Burnley College, with a broad range of activities on offer, catering for all tastes. Trips, residential visits and work shadowing placements/projects and visits are encouraged as part of a student's progression both subject-based and for experience of the wider world. All external activities will include accessibility considerations as part of the planning process and rigorous risk assessments are put in place to protect and support all our students.

**What support will there be for my child/young person's overall well-being?**

Personal tutor responsive to issues in the first instance/ phone calls home.

Tutorial programme covering topics such as how to remain safe, healthy and participating in society and contributing to the local community.

Student Services offering advice on transport, bursaries, financial support and offering signposts to external support services.

Mental Health First Aiders in every division.

Pastoral and Safeguarding Support.

External agency referral.

On-site counsellor referral.

**How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

Record Keeping

Accurate records, on the College information system, detail any additional or different provision utilised to meet the student's SEN and any contacts made with parents or outside agencies. For those students with an EHCP, steps towards specified outcomes are recorded. This information is revisited at interim points throughout the course to evaluate and adjust support as appropriate. Regular liaison with tutors and subject specialists ensures continuity and consistency.

## Review

The effectiveness of support and its impact on the student's progress is reviewed regularly. Monitoring occurs regularly, both formally and informally with SEND Support Practitioners in the team and there is an opportunity for all students to discuss their progress with both subject teacher and personal tutor. Regulations place a responsibility on college to engage with the local authority to carry out a formal annual review for students with EHC plans. This multi-agency review will focus specifically on reviewing targets and agreeing new targets to support the student in their next steps in education or the workplace.

## **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

The department has access to external specialist services and expertise to support the learning of students with SEND. This includes specialist sensory services teams, SALT and ASD specialists. The Learning Development team includes both support and teaching staff, with an avid interest in current SEND developments and new legislation. All members of the Learning Development team access regular Safeguarding training and some are Mental Health First Aider and there is a Specialist Dyslexia Assessor/Teacher within the team.

Our Safeguarding, Health and Wellbeing team can provide information and resources on a wide range of topics including wellness, E-safety, external services such as counselling. Student Services can advise on financial matters such as a Bursary fund, travel pass or Universal Credit.

## **What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

If you have a comment or complaint that you wish to make about College Services, then please contact the Manager of Corporate Services on 01282 733140 or email [slomas@burnley.ac.uk](mailto:slomas@burnley.ac.uk)

[Complaints-Policy-and-Procedure.pdf \(burnley.ac.uk\)](#)

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

Lancashire Parent Partnership [Multikulti : Agencies : English : North West England : Lancashire Parent Partnership](#)

Lancashire SENDIASS [What we do at Lancashire SEND IAS - Lancashire SEND \(lancssendias.org.uk\)](#)

IPSEA ([IPSEA](#)) Independent Provider of Special Education Advice

ADHD support [ADHD Lancashire: Adult ADHD Coaching | Support Groups | ADHD Awareness Training](#)

Autism Support [Blackburn \(autism.org.uk\)](#)

**Where can I find information on where the local authority's local offer is published?**

Our Local Offer - [Learning Development Team - Burnley College Burnley College](#)

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>