



Croydon
College



COULSDON
SIXTH FORM COLLEGE



**Croydon
University
Centre**

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| SEND Policy |
| Approved by: Executive Group |
| Date approved: 29 June 2021 |
| Strategy/Policy Responsibility: Vice Principal Education and Quality |
| Review date: June 2022 |

CROYDON COLLEGE SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

SEND COMMITMENT

We commit to ensuring that Croydon College and its Governing Body:

- Welcome students with SEND
- Make reasonable adjustments for students with SEND to ensure equal access
- Have regard to the SEN Code of Practice
- Work in collaboration with others

Purpose of this document

This document outlines Croydon College's policy on supporting students with special educational needs and disabilities.

Key legislation to underpin our practices:

[Children & Families Act 2014](#)

[SEN Code of Practice 2014](#)

[The Special Educational Needs and Disability Regulations 2014](#)

[The Equalities Act 2010](#)

What is SEND?

SEND is defined within the SEN Code of Practice as “..they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 post 16 institutions”

What do we do?

Appendix A: Local Offer

Appendix B: Administration of Medication Process

Appendix C: Epilepsy Questionnaire

APPENDIX A

Local Offer for students with special educational needs and disabilities (SEND)

Moving from school to college is a step towards the world of work and/or greater independence.

It is an exciting time but we understand that you and your child may feel anxious about the change. We know that parents, carers and young people often have questions about how colleges can support them.

It may help you to know that there are a few main differences between college and school:

- A *full-time* programme at college may be less than five days a week and the times may vary.
- Funding for colleges is different from the way that schools are funded and may also vary between different types of colleges. Because of these differences, it may be that some of the support given to a young person at college will not be the same as it was in school.
- College is not just about delivering education and training, it is also helping young people progress into adulthood by developing their personal, social and employability skills and encouraging greater independence.

If you have any questions that are not answered below or you would like to discuss any of the answers please get in touch and we will be happy to talk to you.

1. How does the college know if young people need extra help and what should I do if I think my child/young person may have special educational needs?

- Through information given on the application form and at the interview.
- Through contact with parents and carers, and with the previous school.
- All students will have a form of initial assessment. Additionally, for those with more complex needs, specialist assessments are available through the Additional Learning Support team.
- At any point in the year concerns can be raised by the young person and/or NOK with tutors or direct with the Additional Learning Support Team.

- Self-referrals can be made directly to the Additional Learning Support Team.
- Referrals can be made via the academic teams to the Additional Learning Support Team.

2. How will college staff support my child/young person?

- Each student will have a tutor who will be their first point of contact.
- Following a declaration of need, there will be an initial assessment for additional support, young people have an opportunity to identify the type of support they feel will be most helpful.

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

- The curriculum offer includes a range of courses and pathways to suit the needs and aspirations of individual learners. Initial advice and guidance is available to help appropriate choices to be made.
- Differentiation, which is adapting lessons to suit individual learning styles, enables support for students who need it and greater challenge for high achieving students.
- Other reasonable adjustments can be made on an individual basis, including assessment arrangements. Please contact the Additional Learning Support team to discuss.
- We aim to provide approaches that meet the needs of all students, to ensure young people are stretched and challenged.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- All students will have an individual learning plan (ILP) which provides key information about targets, attendance and progress with their studies.
- Parents have access to a Parent Portal to view attendance, targets and reports.
- The college has a range of reporting processes which involve parents/ carers and learners; these provide feedback on a young person's progress.
- Students with an Education, Health and Care Plan have an annual review of their progress and support needs.

- Parents/carers of students under the age of 18 at the start of the academic year, and over 18s (where the learner has given permission) will be contacted if there are any concerns.
- If parents are concerned about their young person's progress they are invited to contact the College at any time.
- If the concerns are around the support needs, parents or young person can contact the Additional Learning team at any time.

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

- A range of staff are available to support your young person's time at College.
- The College has a Positive Behaviour Policy and Fit to Study policy which is applicable to all students
- Support for young people is also provided by the Student Services team. This team helps young people to overcome barriers to education including social and economic issues. This includes bursary support, MH and wellbeing support and Safeguarding support.
- We can support young people requiring personal care or the administration of medicine – a meeting would be arranged as part of the initial assessment process to ensure all relevant information is shared.
- If the young person has mobility or medical issues, a risk assessment and/or Personal Emergency Evacuation Plan will be completed as appropriate.

6. What specialist services and expertise are available at or accessed by the College?

- We have access to specialist staff in the following areas:
 - Specific learning difficulties (SpLD)
 - Autistic Spectrum Disorder
 - Speech & Language therapy
 - Supporting dyslexia in a classroom setting
 - Supporting ADHD in a classroom setting
 - Mental health including Cognitive Behavioural Therapy
 - Assistive Technology and software
 - Exam Access Arrangements
 - Epilepsy
 - First Aid at Work Level 3 (including training in the administration of Buccal Midazolam)
 - British Sign Language

7. What training have the staff supporting children and young people with SEND/LDD had or are having?

- All staff at College are trained in Health and Safety, Equality & Diversity and Safeguarding which is regularly updated.
- A range of training sessions are offered at the College for teaching and support staff throughout the year, as well as external training.
- Specific training is organised as needed and expert help and advice is sought where necessary.
- We have a regular programme of continuing professional development (CPD) to ensure on-going awareness of SEND.
- All teaching staff are required to attend CPD sessions each year
- We have achieved the Epilepsy Quality Mark

8. How will my child/young person be included in activities outside the classroom including college trips?

- All activities both inside and outside the classroom, where reasonably possible, take into account the individual needs of students and the help of parents/carers is sought to ensure the special needs of their son/daughter are catered for.
- If trips are an integral part of the individual's course then reasonable adjustments will be made to ensure all young people are able to participate. Parents/carers are notified of all trips and individual risk assessments where needed will be done with parent and young person's input.

9. How accessible is the College environment?

- Equipment and facilities to support young people with specific needs will be explored on a case by case basis.
- The Estates team at College monitor the site to ensure that the facilities are accessible for all young people with or without a disability.
- The College is wheelchair accessible with disabled changing and toilet facilities.

- Provision for personal care support (including hoists) is available at all sites.

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

- Transition meetings are held with feeder schools to identify support needs and strategies.
- There are a range of opportunities for potential students which include open events, taster days and college visits.
- Transition support includes:
 - Informal orientation visits
 - Supported interviews
 - Transition document for information sharing
 - Bespoke programmes as appropriate
 - Personalised tours and induction

We also offer:

- Talk & tours: individual and/or group
- Subject specific taster days

11. How are the College's resources allocated and matched to children's/young people's special educational needs?

- Allocation of resources is arranged on an individual basis according to need, enabling young people to achieve alongside their peers. Students requiring a high level of need will be assessed and a bespoke program of support put in place.

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

- The decision about type and how much support a young person is given is made on an individual basis, according to needs and support identified through Education, Health & Care Plans along with our initial assessment and any other relevant information.

- The view of the young person and their parents/carers is central to this process. Information will also be requested from relevant staff in the secondary school and other support services.
- The College will regularly monitor the student's progress to assess the impact the support is having and identify whether any appropriate adjustments are necessary.
- Retention and achievement information both identify the impact of support.

13. How are parents involved in the College? How can I be involved?

- Parents/carers are encouraged to maintain regular formal and informal contact with the College and the student's personal tutor. The College values this contact and involvement in decision-making as it ensures the student's changing needs are appropriately met during their college career.
- A range of opportunities are available for parents/carers to discuss their child's progress and parents are welcome to request a meeting at any time throughout the year.
- We also have parent forums and regular parent information/consultation evenings

14. Who can I contact for further information?

Enquiries regarding additional learning support to be emailed to:

Croydon campus ALS@croydon.ac.uk

Coulsdon campus ALS@coulsdon.ac.uk

Websites – www.croydon.ac.uk

This offer is accurate when written, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email ALS@croydon.ac.uk

Appendix B

Administration of Medication Process

Aims

Our aim is to implement and maintain an effective management system for the administration of medicines to all students in our care in order to ensure the College provides support to individual students with medical needs.

Liaising with parents

The College promotes on-going communication with parents in order to ensure that the specific medical needs of all students in our care are known and met. Parents must inform the ALS team if their son/daughter develops a medical condition which will require either prescription or non-prescription medication to be taken at College, and of any changes to the medication required.

The College requests that medication is only taken at College if it is essential, that is where it would be detrimental to the student's health not to administer the medication during the College day. Where possible, medicines should be taken at home, before and after attending College.

Staff will not administer any medication to a student without obtaining prior written permission from his or her parents (if under 18) and from the student (if over 18 and with capacity). This requirement will not prevent a student with sufficient capacity to understand fully what is proposed from giving or withholding consent to medical treatment, or from seeking advice or treatment in confidence.

Where administration of medicine forms have been completed these will be uploaded to MyPT.

No medication can be administered without the completion of these forms.

Risk Assessments

Where a student has a long term or complex health or personal need, a Risk Assessment will be completed for all students that require medication in consultation with the student, student's parents/carers and the relevant curriculum area. This will be stored within ALS and uploaded onto MyPT.

The ALS team and relevant curriculum area will be jointly responsible for the risk assessment's maintenance and effective management.

Training

Should the College enrol a student who has a specific medical need requiring assistance in the administration of medicine by a staff member, we would seek to ensure that staff members undertook any relevant training.

Storage of medication

Medication can be stored in accordance with individual product instructions. This will be assessed on a case by case basis by the College, who will carry out a risk assessment to consider any risks to the health and safety of the College community.

Measures will be in place to ensure that identified risks are managed appropriately and that medicines are stored safely.

All medicines are to be stored in the original container in which they were dispensed together with the prescriber's instructions for administration.

Students should carry their own emergency medication i.e. inhalers or Epipens. If a student is prescribed a controlled drug, it will be kept in a locked, non-portable container and only named staff will have access to it.

Parents should collect all medicines belonging to the student at the end of each term and are responsible for ensuring that any date-expired medication is collected from College.

Review

This Process will be regularly reviewed and updated by the Head of ALS and the Director of Student Support Services.

Appendix C

Epilepsy Questionnaire Risk Assessment

| About you: | |
|--|--------------------------------|
| Name: | ID Number: |
| Address: | Telephone: |
| Date of Birth: | |
| Emergency contact's name: | |
| Emergency contact number: | |
| Relationship to you: | |
| About your GP: | |
| Your GP's name: | |
| Surgery address: | Telephone: |
| Medical Conditions: | |
| Diagnosed condition/s | |
| Allergies Yes <input type="checkbox"/> No <input type="checkbox"/> | If Yes, please give details: |
| Special dietary requirements Yes <input type="checkbox"/> No <input type="checkbox"/> | If Yes, please give details: |
| About Your Seizures: | |
| What type or types of seizures do you have? | |
| Describe what happens to you during your seizures. | |
| How long does each seizure last? | |
| How often do you have seizures? | |
| Do you know you are going to have a seizure? | If Yes, describe what happens: |

| | |
|--|---|
| Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Any triggers set off a seizure for you? Yes <input type="checkbox"/> No <input type="checkbox"/> | If Yes, give details: |
| Action to be taken during a seizure | |
| Action to be taken after a seizure | |
| What do we do: | |
| You should call an ambulance/doctor if... | |
| If the following situation occurs, who do we call | |
| If the following situation occurs, who do we call | |
| General Information: | |
| List any activities that should be avoided | |
| List any activities that require special precautions | |
| About Your Medication: | |
| Do you take medication for your epilepsy? Yes <input type="checkbox"/> No <input type="checkbox"/> | If Yes, please list the name and the time of the day you take it? |
| Do you have emergency medication that someone else gives you to stop prolonged seizures? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please give details: | |
| Is specific training required to administer the emergency medication? Yes <input type="checkbox"/> No <input type="checkbox"/> | |

If Yes, please give details:

Additional Information about your epilepsy:

By signing this form, I give my consent to share this information with relevant curriculum and support staff and accept the support I may need.

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| Students signature | |
|--------------------|--|

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| Parent/carers signature (if under 18 years) | |
|---|--|

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|-------|--|
| Date: | |
|-------|--|

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| If over 18 years, are you happy for us to discuss your support needs with your parent/carer? | |
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If you have any questions or concerns, please contact:

The Additional Learning Support team
Room 100
Phone: 0208 686 5700 (ext 3046)
Email ALS@croydon.ac.uk

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| ALS Staff Name & Signature: | Date: |
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