



SEND Policy

August 2022

(Next review date: August 2023)

Safeguarding Statement

SupaJam is a post-16 specialist provider, specialising in Music, Maths, English and Life Skills. All staff, volunteers and partners are committed to safeguarding the welfare of every person within SupaJam. Our mission is to help young people to engage and achieve within a safe and inclusive environment.

1. INTRODUCTION:

- 1.1 SupaJam Education in Music & Media (herewith referred to as SupaJam) strongly and passionately believes that all young people, regardless of their academic ability or Special Educational Needs and/or Disabilities (SEND), should have the same opportunities to flourish and achieve within any academic environment and have access to the same curriculum and opportunities provided to students without SEND
- 1.2 SupaJam was awarded the Secretary of State's Section 41 approved provider status as a Specialist Post-16 Institution (SPI) in August 2017. This means that SupaJam can be a named provider in a young person's Education, Health & Care Plan (EHCP) to deliver the support and interventions required for young people.
- 1.3 Students of SupaJam live in various local authority areas. Each local authority must produce information regarding the support and services available to young people with SEND and their families on their local offer website. SupaJam can be found on Kent County Council's local offer. Students and their parents/carers can also find independent advice and support services on a local offer. KCC's local offer can be found here; <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>).
- 1.4 Some young people may have had significant struggles in previous provisions to be able to achieve and we believe that we should be one of the final services with whom young people work with before being able to access future career or educational options. With that in mind, SupaJam will fulfil its moral and legal obligations to ensure it uses all of its available resources and make reasonable adjustments that are required to support all young people who have or may have SEND.
- 1.5 Those young people coming to SupaJam with an EHCP will have their needs specified and the support that is required to help the young person achieve. Those students who do not have an EHCP but have identified SEND needs (often referred to having 'SEND Support') will also be supported.
- 1.6 Some young people may not have had any support requirements identified during their learning journey and therefore SupaJam will not know of any needs that need to be

supported. In this instance, all staff will use their professional experience and observations to ensure that any new identified support requirements are recorded and reported so that, if appropriate, relevant assessments or observations can take place, in line with the statutory requirements of the SEND Code of Practice 2015 to ensure a student's SEND is identified and supported.

1.7 Every member of staff within SupaJam is required to uphold the SupaJam ethos and are all responsible in the identification and support of any SEND need.

1.8 The Special Educational Needs and Disability Code of Practice 2015 states that:

- “A child or young person has SEND 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 or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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.”

1.9 A ‘young person’ in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16.

1.10 This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2015 and should be read in conjunction with other SupaJam guidance, information and policies.

1.11 In accordance with the overarching principle of the SEND Code of Practice, this policy has been coproduced with the Senior Leadership Team of SupaJam, all those involved in the administration and application of SEND support/provision and the young people and their families.

2. CONTACTS:

- 2.1 SupaJam's Director of SEND & Outreach oversees the provision and support that is provided to the young people who attend SupaJam. Each base of SupaJam will have a designated point of contact for any queries relating to SEND support and EHCP's.
- 2.2 Any member of staff who identifies any additional needs with the young people at SupaJam will share their observations with the designated points of contact.

3. ADMISSION & INCLUSION:

- 3.1 SupaJam operates an equal opportunities policy for young people with SEND who are afforded the same rights as other young people. This includes both those identified as pupils with a level of SEND at 'SEND Support' and those with EHCP's.
- 3.2 SupaJam's Equality & Diversity Policy and Admissions Policy have full details around admission and inclusion.
- 3.3 SupaJam will fulfil its legal and moral duties with regards to supporting students with and without SEND and use our best endeavours to provide the right support and provision for all, complying with all relevant statutory legislation and policy.

4. LONG TERM AIM OF THIS POLICY:

4.1 The objective of this policy is to;

- To work within the guidance laid down in the SEND Code of Practice 2015.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole college approach to the management and provision of support for SEND that takes into account all of a pupil's needs (assess, plan, do, review model)
- To ensure that parents/carers have a clear understanding of how SupaJam supports children and young people with SEND, and their own involvement in this.
- To provide support and advice for all staff working with SEND pupils.

5. IDENTIFICATION OF SEND

- 5.1 Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching.
- 5.2 All staff have a responsibility to monitor every student to identify any additional support needs, irrespective if they have an EHCP, require SEND Support or have no identified additional needs. Staff will document their observations and share with Management and Administrative teams as required.
- 5.3 All staff will ensure that they provide each and every student a consistent and structured level of support with appropriate differentiation to their delivery for those students who have identified SEND. All staff must ensure that they read the students EHCP and/or other information which is created by the Administration Team to ensure they are familiar with individual student needs.
- 5.4 The SEND Policy will be reviewed regularly by the Director of SEND & Outreach as well as the practice of the teaching staff through classroom observations. Any additional needs or requirements will be communicated via staff meetings to ensure everyone is working consistently. Throughout the academic year, all students who have an EHCP or are identified as requiring SEND Support, will have their outcomes reviewed to see if they have progressed in their learning as well as their social and emotional development. SupaJam also has a duty under the SEND Code of Practice to prepare students for adulthood and make provision to support them which is also reviewed as part of the annual review process.
- 5.5 The SEND Code of Practice specifies four broad areas of need:
 - Communication and Interaction (including Autism Spectrum Disorder)
 - Cognition and Learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs.
- 5.6 These four areas provide an overview of the range of needs that will be planned for at SupaJam. At SupaJam, pupils are identified by considering the needs of the young person as a whole which will include not just the special educational needs

of the young person. Other factors can also have an impact upon progress and attainment though are not SEND, but include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child/Care Leaver
- Being a young person of Serviceman/woman

5.7 The SEND Code of Practice does not allow the category of 'poor behaviour' to fit under the description of SEND. SupaJam will often have some of the most vulnerable young people on role and any additional needs will be assessed looking at the four areas highlighted in the code as a possible cause for perceived poor behaviour. SupaJam does have a Behaviour Policy which stipulates how students should behave; however, it must also take into account this SEND Policy which stipulates that any poor behaviour must be looked at and assessed to the root causes which may be linked to SEND.

6. SEND SUPPORT:

- 6.1 All staff have a responsibility to ensure that the individual needs of their students are considered and differentiated for. It is the intent of SupaJam to plan, differentiate and implement an appropriate level of differentiation to allow all students to succeed.
- 6.2 Any student identified as falling behind or not achieving must be raised as a concern with the Teacher Co-Ordinators initially. Regular teacher meetings will be held throughout the academic year to ensure there is a formal platform to discuss students of concern. For those with EHCP's or already identified as requiring SEND Support, teachers and support staff should refer to their supporting paperwork to ensure that support strategies are being consistently followed.
- 6.3 Any student identified as requiring additional support (without already having an EHCP or SEND Support) must be reported at the earliest instance to the Director of SEND & Outreach. It will be vital for documented evidence and any assessments to be provided. The Management Team, as well as the student's teacher or Learning Support Practitioner (LSP), may invite the student and their parents/carers in for a meeting to discuss support requirements and the need to consider SEND Support.

6.4 Prior to any request for an EHCP Needs Assessment, SupaJam will need to collect a wide range of evidence to demonstrate it has utilised the Assess, Plan, Do & Review model (see 6.6 below) in identifying and supporting additional needs. This will usually be done through Provision Plans which will be reviewed termly. This evidence will come from the teachers and/or support staff, Functional Skills teachers and observations of the student from the Management Team.

6.5 Every young person identified as needing SEND Support has a different profile of needs and we use a personalised approach to ensure that we meet those needs.

6.6 Assess, Plan, Do & Review;

- Assess – through observations, a young person's needs can be identified and subsequently we will assess what is the most appropriate support that might be required to assist the young person with those needs. All observations must be documented and maintained as evidence.
- Plan – in liaison with the young person and their parent carer (if the young person consents), SupaJam SEND Team will discuss the observations and findings and offer any additional support that might be appropriate. The young person must consent to any support that is offered. All agreed support will be documented in a Provision Plan with agreed outcomes and support strategies.
- Do – the support agreed will be put in place for a period of time (usually one long term). Teachers and support staff will be made aware of what support is going to be put in place and ongoing observations will be completed.
- Review – after the agreed period of time has elapsed, another review meeting will be scheduled with the young person and their carer (if consent is given) and the short-term targets and outcomes will be reviewed to see whether the support has been successful or not. If the young person has not made expected progress, it may be that the support needs to be reviewed and then a new cycle of assess, plan, do & review commences.

6.7 Support that is additional to and different from the differentiated curriculum will be provided in a range of ways to support and increase progress, and may include:

- Classroom organisation and management
- In-class support by teacher and support staff
- Withdrawal for individual/small group work
- College reading support
- Use of specialist equipment
- Alternative teaching strategies

- Support from a learning mentor

- 6.8 SupaJam may seek advice and guidance from external specialists, such as a Speech & Language Therapist or Educational Psychologist. In these instances, the young person and their parent/carers will be spoken to in order to inform them of why this is appropriate and seek their consent.
- 6.9 Some young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the young person and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an EHC assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.
- 6.10 It is the decision of the young person's home local authority as to whether or not an EHCP is issued. For students living in Kent, information regarding the process can be found here; <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/education,-health-and-care>. Students who live outside of Kent should refer to their home local authority's local offer information page regarding an EHC needs assessment.
- 6.11 Pupils placed on the 'SEND Register' will be recorded through SupaJam's management information system, Arbor.

7. EXITING THE SEND SUPPORT SYSTEM:

- 7.1 As part of the review aspect of the Assess, Plan, Do & Review cycle, discussions will be held as to whether the additional support and interventions have been sufficient to enable the young person to 'catch-up' and therefore does not require additional support.
- 7.2 With the agreement of SupaJam and the young person, they may be taken off the SEND Register with no further interventions being required outside of the core offer of SupaJam (see section 10 below).

8. WORKING WITH OTHER AGENCIES:

- 8.1 In order to ensure that the young people at SupaJam receive the best support, we may consult or liaise with external agencies such as CAMHS, Social Care teams, therapy teams or charities. Consent will be sought from the young person prior to looking at these avenues.

- 8.2 Local Authorities should also provide young people and their families with information about the services available within their area (see 1.3 above).

9. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS AND DISABILITIES:

- 9.1 SupaJam recognises that pupils at college with medical conditions should be properly supported so that they have full access to education, including trips and physical activities. Some young people with medical conditions may be disabled and where this is the case SupaJam will comply with its duties under the Equality Act 2010. Individual healthcare plans will be put in place at the start of the academic year (or reviewed as required) to support these pupils.

- 9.2 Some students may also have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2015 is followed.

- 9.3 Staff working with students who require medication should also refer to SupaJam's Medication Policy.

10. RESOURCES & CORE OFFER:

- 10.1 SupaJam will utilise its own resources to support students. Resources refers to physical aids as well as support staff. SupaJam will work closely with the young people and their families as well as the Local Authority to ensure that it has the right amount and type of resources available to meet the SEND and additional needs of the students on an individual needs basis as well as collective needs. A student may also have their own physical resource to support them which they bring to SupaJam, such as a walker or wheelchair.

- 10.2 SupaJam employs a large number of Learning Support Practitioner's to ensure the academic and emotional/wellbeing needs of the students are supported. SupaJam will always aim to have at least a staff to pupil ratio of 1:7; however, where students have much higher needs, they may be placed in even smaller groups or have 1:1 sessions. In instances outside the control of SupaJam, such as staff sickness, the ratio may not be available and the teachers and support staff, in coordination with the Base Leaders, will ensure that the appropriate staff are working with the high need students.
- 10.3 Students are not required to bring any of their own resources, unless it is a physical aid that they depend on which would not be readily available within SupaJam. All resources required to complete a learning programme will be provided by SupaJam; this includes reasonable adjustment resources such as coloured overlays for those with dyslexia or Irlen's and large print resources for visually impaired students. The final decision as to whether a resource would be a reasonable adjustment is with the Director of SEND & Outreach.
- 10.4 SupaJam is not specifically designated for one type of SEND – students with a multitude of different needs are welcome so long as SupaJam can support their SEND. This may include, but not limited to, young people with ASD, ADHD, speech & language needs, physical disabilities, mental health needs, emotional wellbeing and anxiety, visual impairment, hearing impairment or multi-sensory impairment. Each individual need will be assessed upon referral. Students aged 16-18 without SEND are also invited to apply for a course too.
- 10.5 SupaJam will ensure the staff are given the appropriate training in order to support the needs of the young people. This may be specific for an individual student (e.g. medical support) or generic for a cohort such as ASD awareness.

11. WORKING WITH YOUNG PEOPLE AND THEIR FAMILIES:

- 11.1 The SEND Code of Practice, Children & Families Act and SupaJam ethos promotes a young person-centred approach to learning which means having regard to the wishes and feelings of the young person. All decisions will be made in accordance with the wishes of the young person unless there is a safeguarding issue which prevents the wishes of the young person being put first.

- 11.2 SupaJam will actively seek the involvement of parents in the education of their children, so long as the young person has consented (especially if they are over 18). It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 11.3 In any instance where a young person does not wish to have their parents involved, the Director of SEND & Outreach and the Director of Safeguarding will have a discussion as to whether there is or could be a safeguarding concern. The SEND Code of Practice allows all young people to have a voice in how they are supported and SupaJam must have regard to those wishes. Young people over the age of 16 have the right to make representations and decisions about their future, even if it is perceived that the decision may not be wise.
- 11.4 Where there are concerns around capacity, a consultation will take place with an appropriate support service (such as Social Services).

12. EVALUATING SUCCESS:

- 12.1 Success will be measured by the outcomes of a student's EHCP or SEND Support Provision Plan as well as the continued success of the Diploma and Functional Skills/GCSE pass rate.
- 12.2 All students with an EHC Plan or under SEND Support will have individual provision plans which highlight outcomes and short-term targets. For some extremely high need students, there may be little or plateaued progress academically but making progress with other aspects of their EHCP targets to support them into adulthood.
- 12.3 Positive progression may also be a measurable outcome for the students leaving SupaJam.
- 12.4 SupaJam collects data in these areas each year.

13. STORING AND MANAGING INFORMATION:

- 13.1 In line with the General Data Protection Regulations (GDPR) and Data Protection Act 2018, all information relating to students SEND is stored securely and accessible to only those

who require access to it. Please see SupaJam's Data Protection Policy for further information.

14. MONITORING AND REVIEW:

- 14.1 This policy will be reviewed annually, unless there is a significant change which requires immediate attention or with new legislation changes. The review usually takes place at the start of the academic year in September.

15. ACCESSIBILITY:

- 15.1 This SEND Policy also includes SupaJam's accessibility plan.
- 15.2 Curriculum – From September 2022, SupaJam offers RSL's Creative Music Industry (Entrepreneurship) Diploma at Levels 1, 2 and 3 (as an Extended Diploma) alongside Functional Skills at Entry Level 2 – Level 2 or GCSE. We also offer the Prince's Trust Achieve Programme which can be obtained at Entry Level 3, Level 1 or Level 2.
- 15.3 SupaJam recognise that accessing the course could be more difficult for students with SEND, such as physical disabilities or sensory impairments. Those students who are physically unable to complete their work are supported through the means of alternate recording, such as using a scribe or the use of video evidence via a professional discussion. No student will be omitted from an activity due to a physical or sensory barrier to their learning.
- 15.4 If a student requires a particular piece of software, such as JAWS or Dragon Dictate, then SupaJam will assess the requirement and ensure that appropriate steps are taken to access the software or appropriate equivalents.
- 15.5 Physical Environment – in line with SupaJam's Health & Safety Policy, the environment must take into account the needs of the students. Those with mobility or physical difficulties may need support in navigating SupaJam or ensuring that all physical obstructions are removed. Staff will be mindful not to make changes to the environmental set up unless absolutely required and not without first supporting any visually impaired students.

- 15.6 Students with sensory impairments will have the learning environment adapted to include, for example, brailled room signs, cushioned table edges, seating arrangements, etc). This information will be taken from their EHCP's.
- 15.7 For SupaJam at Swanley, there is disabled ramp access at the main entrance and at the fire emergency escape points for those students in wheelchairs in the main base. There is no ramped access to The House and limited access to The Hub.
- 15.8 SupaJam Canterbury does not currently have any ramped access and therefore may not be accessible for students who need to be in a wheelchair.
- 15.9 The new Brighton base does not have ramped access at the front of the building but students in wheelchairs may have access via the rear café entrance.
- 15.10 Individual risk assessments or healthcare plans are created for learners who have a disability or medical needs where specific actions may be required. This includes individual PEEP's (personal emergency evacuation plans) in the event of a fire. These will be created at the start of the academic year.
- 15.11 Information – in line with the GDPR and Data Protection policy, subject access requests can be made to the Data Protection Officers in writing. Please see SupaJam's Data Protection Policy for further guidance.

16. BEHAVIOUR:

- 16.1 The SEND Code of Practice specifies that poor behaviour cannot be classified as a type of SEND. SupaJam will always endeavour to support a young person who presents with challenging or persistently disruptive behaviour through mentoring or wellbeing sessions with the view of trying to establish what may be causing the poor behaviour.
- 16.2 Students who have an EHC Plan are not exempt from SupaJam's disciplinary policy. However, the SupaJam Management Team will always have regard to the needs of an individual student and will take into consideration those needs prior to making any decision.

- 16.3 SupaJam will only utilise withdrawal from the course as an absolute last resort and if a student with an EHC Plan is at risk of this, then an early annual review will be convened with the young person, their parents/carers and ideally a representative of the Local Authority. The support that the young person receives will be reviewed to see if the root cause for their behaviour stems from any other difficulties they may be masking.
- 16.4 SupaJam will use its own resources to support a young person outside of the college if it is identified that they pose a risk to themselves or others by being in SupaJam. This will always be a short-term intervention with the view of trying to reengage the young person back into the learning environment.

17. COMPLAINTS OR GRIEVANCES:

- 17.1 Please refer to SupaJam's Complaints and Grievances Policy for details.
- 17.2 If young people and parents/carers are not satisfied that their complaint has been effectively dealt with by the SupaJam hierarchy, including any appeals process, then parents and young people are encouraged to speak to their appropriate Local Authority representative for further guidance.