



Special Educational Needs and Disability Policy (SEND)

August 2024

(Next review date: August 2025)

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. 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
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.
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>).
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.
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.
6. 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.

7. 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:
 - o has a significantly greater difficulty in learning than the majority of others of the same age, or
 - o 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.”
8. 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.
9. 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.
10. 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:

1. SupaJam’s Director of SEND oversees the provision and support that is provided to the young people who attend SupaJam. Each college of SupaJam will have a designated point of contact for any queries relating to SEND support and EHCP’s.
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:

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.
2. SupaJam’s Equality & Diversity Policy and Admissions Policy have full details around admission and inclusion.

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:

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

1. Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching.
2. All staff have a responsibility to monitor every student to identify any additional support needs, irrespective if they have an EHCP or been identified as requiring SEND Support. Staff will document their observations and share with Management and Administrative teams as required.
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.
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. The SEND Code of Practice specifies four broad areas of need:
 - Communication and Interaction (including Autism Spectrum Condition)
 - Cognition and Learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs.

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 Child in Care/Care Leaver
 - Being a young person of Serviceman/woman

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:

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.

2. Any student identified as falling behind or not achieving must be raised as a concern with the Teacher 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.
3. Any student identified as requiring additional support (without already having an EHCP) must be reported at the earliest instance to the College Leaders and Director of SEND when a place at Supajam is sought. It will be vital for documented evidence and any assessments to be provided. The student and family should be in the process of applying for an EHCP, demonstrating their need for a specialist placement. The Management Team, as well as the student's teacher or Learning Support Practitioner (LSP), may invite the students and their parents/carers in for a meeting to discuss support requirements and the need to consider SEND Support.
4. SupaJam will use the Assess, Plan, Do & Review model (see 6.6 below) in monitoring and identifying any additional needs. This will usually be done through Success Plans which are 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.
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. Assess, Plan, Do & Review;
 - Assess – through observations, a young person's needs can be monitored and subsequently we can assess if there is any further support that might be required to assist the young person. 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 where and if that might be deemed appropriate. The young person must consent to any support that is offered. All agreed support will be documented in a Success Plan with agreed outcomes and support strategies.
 - Do – the support agreed will be put in place. There may be a lag depending on if said support requires agreement from the Local Authority and related staffing. 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 – The support is reviewed with the student and other staff in the Success Plan reviews throughout the year. A copy of the updated plan is also sent to parents and carers (where the student agrees to this if they are over 18). It is also discussed

with the students and parent/carer (where appropriate) in the annual review. 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. Alternatively, it may become apparent that another placement would better meet the student's needs. This would be discussed in a meeting with the student, parents/carers (if agreed) and the Local Authority.

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
 - Temporary withdrawal for individual/small group work
 - College reading support
 - Use of specialist equipment
 - Alternative teaching strategies
 - Support from a learning mentor
8. SupaJam may seek advice and guidance from external specialists, such as a Speech & Language Therapist or an 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.
9. As per above, some young people 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 in an EHCP Annual Review for more support where there is sufficient evidence. We can also request a change of placement in discussion with the student, their family (where appropriate) and the Local Authority if this is deemed to be appropriate.
10. Pupils placed on the 'SEND Register' will be recorded through SupaJam's management information system, Arbor.

7. EXITING THE SEND SUPPORT SYSTEM:

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.

8. WORKING WITH OTHER AGENCIES:

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.
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:

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.
2. The students will also have an EHCP which brings together health and social care needs, as well as their special educational provision. As such, the SEND Code of Practice 2015 is followed.
3. Staff working with students who require medication should also refer to SupaJam's Medication Policy.

10. RESOURCES & CORE OFFER:

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.
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 College Leaders, will ensure that the appropriate staff are working with the high need students.
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.

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. It should be noted that Supajam may decide that we are not a suitable placement for meeting a student's needs adequately after reviewing all relevant documents and completing related due diligence. Our reasoning may be based on the crucial importance of maintaining the safety and wellbeing of the student referred as well as that of the students who will also be attending Supajam. In addition, we must maintain the efficient learning of all students who attend which means managing the diverse needs of our intake in relation to the skills, environments and courses that Supajam offers.
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 ASC awareness.

11. WORKING WITH YOUNG PEOPLE AND THEIR FAMILIES:

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.
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.
3. In any instance where a young person does not wish to have their parents involved, the Director of SEND 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.

4. Where there are concerns around capacity, a consultation will take place with an appropriate support service (such as Social Services).

12. EVALUATING SUCCESS:

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.
2. All students will have individual Success Plans which highlight outcomes and short-term targets. This will allow for a holistic appraisal of success that includes Preparation for Adulthood.
3. Positive progression may also be a measurable outcome for the students leaving SupaJam.
4. SupaJam collects data in these areas each year.

13. STORING AND MANAGING INFORMATION:

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:

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:

1. This SEND Policy also includes SupaJam's accessibility plan.
2. Curriculum – From September 2022, SupaJam offered 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. In addition, SupaJam's core offer includes a Preparation for Adulthood curriculum through its additional curriculum.

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.
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.
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 where possible. 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.
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.
7. For SupaJam at Swanley, there is accessible ramp access to one of the toilets and classes at ground level which are accessible. However, we are in the process of moving to a more accessible campus site.
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. We are seeking new premises, partly to address this.
9. The Brighton-campus does not have ramped access at the front of the building and the layout of the Grade Listed building is not suitable for wheelchair access at this time.
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.
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:

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.
2. Students, with an EHC Plan are not exempt from SupaJam's disciplinary policy. However, the SupaJam Leadership Team will always have regard to the needs of an individual student and will take into consideration those needs prior to making any decision.
3. SupaJam will only utilise withdrawal from the course as an absolute last resort and if a student 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.
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 re-engage the young person back into the learning environment.

17. COMPLAINTS OR GRIEVANCES:

1. Please refer to SupaJam's Complaints and Grievances Policy for details.
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.