

Sixth Form SEND Support Policy BCCS

Overview We are committed to ensuring that students with SEND are fully supported throughout their A Level journey. Our provision is designed to promote independence, resilience, and academic success while maintaining clear communication with families and teaching staff.

Sixth Form Learning Support Assistant We have an allocated Sixth Form Learning Support Assistant (LSA), **Isabel Vargas**, who supports students on the SEND register across all subjects. Isabel offers study skills mentoring sessions, prioritising students with an EHCP. Sessions may be booked on a **weekly** or **fortnightly** basis, depending on individual need.

Drop-in Sessions The SEND department provides **drop-in sessions** for more informal check-ins or support questions. These are planned to align with the **Sixth Form Study Habits Programme** and key points in the academic calendar, such as **Progress Exams** and **UCAS deadlines**.

Day	Session
Period 1	Drop-in
Period 2	EHCP student meetings ×2
Period 3	SEN student meetings ×2
Period 4	SEN student meetings ×2
Period 5	SEN student meetings ×2
After school	Drop-in

Transition and Induction: Before the summer break, internal SEND applicants will be invited to a **KS5 Study Skills Transition Session** and given an **additional tour** of the Sixth Form area. They will also have the opportunity to observe current Year 12 lessons.

This year, the transition session will take place on **Thursday 4th July, 9–11am**: We recognise that BCCS Sixth Form may be one of several post-16 options for these students; these sessions are designed to build confidence and develop transferable study skills for any KS5 setting.

Student Passports: Our **Lead LSA** will work with students on the SEND register and their families to create a **KS5 Student Passport**.

This support plan summarises each student's needs and the classroom strategies that help them succeed. It is shared with all relevant teaching and pastoral staff. These are **dynamic documents**, reviewed and updated regularly throughout the academic year.

SEND Management Structure: Students entering Sixth Form with an **EHCP** will have their plans managed by a **SEND Head of Area**, linked to their primary area of need:

- **Cognition and Learning** – Rosie Summers
- **Communication and Interaction** – Lauren Phillips
- **Physical and Sensory** – Ruth Pestell
- **Social, Emotional and Mental Health (SEMH)** – Valentina Iavarone

The allocated Head of Area will oversee provision and conduct annual reviews, working closely with the Sixth Form LSA.

Students on the SEND Register (without an EHCP): Students identified as having additional needs but progressing well will be placed on the **Monitoring (M) register**. They receive support through **Ordinarily Available Provision**, with strategies and adjustments detailed in their **Student Passport**.

If a student shows **limited progress**, they may move to the **K (Active) register**, gaining access to additional interventions delivered by the wider SEND team.

Collaboration with Sixth Form and Pastoral Teams: The **Sixth Form tutor and pastoral teams** play a vital role in supporting SEND students. Tutors are encouraged to flag any concerns or emerging needs to the SEND department. Students may also **self-refer** or be referred by their tutor for additional support sessions with the Sixth Form LSA.

EHCP Oversight: For students with an EHCP, the **Assistant SENDCo (SEND Head of Area)** will be the main point of contact for families and external professionals. They will manage provision, ensure compliance with Section F of the EHCP, and coordinate annual reviews.