Special Educational Needs & Disability Policy (SEND)

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Approving Body: ELT	**ELT contact**: Executive of Curriculum, Quality and Student Experience
Date Approved: December 2025	**Author:** Curriculum Lead and Development Officer and College Lead of SEND

*This procedure may need to be reviewed before the review date stated, to reflect changes in government and other agencies' advice, guidance and legislation

Revision Log

Date	Version No.	Brief detail of change
Sept 24	**1**	**Reviewed.**
Oct 25	**2**	**Transition statement added and dysregulation support added.**

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1. Introduction

City College Plymouth (the 'College') is a leading provider of vocational, professional and technical training in the South West, that strives to provide a learning environment and organisational culture that impacts positively on the health, wellbeing and sustainability of our community, to enable all our students and staff to achieve their full potential.

The term 'College Community' includes all staff, governors, students, parents/carers, volunteers and visitors.

Our vision:

- The learning destination of choice

Our core values:

- Respect
- Ownership
- Integrity

2. Policy Statement

City College is committed to providing a rich, challenging and differentiated curriculum in which students who have Special Educational Needs and Disabilities (SEND), can achieve their maximum potential. The College aims to:

- Make sure that our College fully implements national legislation and guidance regarding students with SEND (SEND Code of Practice, Children and Families Act 2014, The Equality Act 2010).
- Provide a rich and aspirational curriculum, in which students with Special Educational Needs and Disabilities (SEND), can achieve their full potential.
- Involve students with SEND in discussions about support and provision available to them.
- Provide students with SEND access to all aspects of college life so that they can engage in activities with their peers.
- Equip students with the skills needed for their successful life beyond College.
- Explain the roles and responsibilities for everyone involved in providing for students with SEND.

3. Objectives

At our College, we strive to create an inclusive environment. We are committed to offering all students the chance to thrive and fulfil their aspirations.

Through our range of support and provision, we will raise the aspirations, expectations, and outcomes for students who have SEND to ensure that all students make progress in line with their peers. In order to meet this objective, we will endeavour to ensure the following:

- Early identification of applicants/students with SEND to ensure their needs are met when they enrol at the College or to further signpost students whose needs cannot be met through reasonable and practicable adjustments.
- Reasonable adjustments are in place to enable students with SEND to access a broad and balanced curriculum.
- College Departments
- College activities and appropriate enrichment activities.
- Accessing local communities
- The relevant Local Authority knows of those students with an EHCP and is aware of students who may require an EHCP, and liaises with the College to provide information in accordance with the SEND Code of Practice.
- Effective partnership working is achieved through a timely and professional multi-agency approach e.g. with schools, Careers South West, Local Authorities and families.
- Parents/carers/guardians are kept informed and there is effective communication between the College, relevant agencies and all those involved to support students who have SEND.
- Students express their views and are fully involved in decisions affecting their education.
- Students who have special educational needs and/or disabilities become more independent in their everyday life.
- Students who have SEND can access independent and unbiased careers advice and guidance.
- There is appropriate training for staff who work with students who have SEND.

4. Definitions

For the purpose of this policy, and with regard to the SEND Code of Practice, the following definition is applied:

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools/post-16 provision.

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The College will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5. The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties may require additional support to ensure that they learn in line with their peers. A wide range of needs are grouped in this area, including: ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Transition to College

All prospective students must share Educational Health and Care Plans (EHCPs) at the time of their application to ensure that The College can identify if they can meet student needs. Where possible all students will take part in transition activities to establish whether the course they are requesting is appropriate for their needs, and that adequate support can be provided. This will then inform the consultation panel to ensure the appropriate funding is in place to meet students' needs.

7. Identification of Student Needs

The College will identify those students who have special educational and disabilities needs by making a judgement based on an analysis of information received, including:

- relevant outside agencies, including previous school and information provided before enrolment (EHCPs, EP reports, Safeguarding reports)
- information from families
- initial Assessment or relevant specialist assessment (such as dyslexia)
- consultation with all teaching and support staff (referrals based on classroom observation, discussions with students, work scrutiny)
- exam concessions
- self-declaration
- completing individualised behaviour support plans for students that have SEMH needs on their EHCP to ensure the correct strategies are in place for those who experience dysregulation.

8. Implementation

All students assessed to be in scope will follow a learning programme that best matches their interests and needs, which will, where appropriate, include learning support.

Relevant teaching staff are expected to:

- ensure the earliest possible identification of SEND
- encourage students to have high aspirations for employment, independent living and community participation
- commit to raising achievement through meeting the individual learning and assessment needs of students with SEND
- ensure all students with SEND have clear and achievable targets
- regularly monitor and review each student's progress and take appropriate action implement recommendations identified within individualised student risk assessments
- support students to help them recognise, understand and accept each other's strengths and weaknesses
- confirm access arrangements reflect the 'usual' way of working for students
- Contribute to the student's annual review

The College Lead of SEND and Learning Support Manager are expected to:

- establish clear systems for early identification and assessment of students who have SEND
- maintain a register of students with SEND (with a profile and record of support)
- record and map provision; draw up individual and group plans as required in consultation with all involved with the students
- involve students and parents/carers/guardians as partners in all planning
- coordinate provision for students with SEND, liaise with parents/carers/ guardians, staff and external agencies
- work with the student and their parents/carers/guardians and other education/training providers to ensure a smooth transition into and progression out of College oversee in the Local Authority EHCPs review process
- seek outside agencies' advice and involvement as necessary
- make full use of expert support facilities e.g. medical services, Educational Psychology Service, SEND support services, social services and voluntary organisations
- advise parents/carers/ guardians and students on appeals processes linked to EHC assessment of need
- be responsible for regular review of the SEND provision and contribute to improving the quality of our provision
- work with the exams team to ensure that, once approved, appropriate access arrangements are in place, in accordance with all award organisations and JCQ requirements
- make recommendations for the training needs of staff
- consult with SEN Leads from other providers to ensure effective use of resources and the dissemination of good practice
- ensure that the College fulfils the requirement of relevant legislation, codes of practice and guidance related to SEN.
- be responsible for the day to day operation and implementation of the SEND policy
- Work with the lead Governor for Equality and Diversity whose responsibilities include SEND.

9. Concerns and Complaints

Concerns may be raised through the College Talkback process. However, given the sensitive nature of the issues surrounding students with SEND, any student/parent/carer/guardian with a specific concern or complaint relating to the SEND provision is welcome to address these, in the first instance, directly with our Learning Support Manager.

10. Monitoring

This policy will be reviewed in three years to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the College.