



Special Educational Needs and Disability Policy (SEND)

Reviewed: January 2018	Next review due: January 2019
Approving Body: SLT	SLT contact: Deputy Principal
Policy approved by SLT: November 2016, January 2018	

POLICY AIMS

City College is committed to providing a rich, challenging and differentiated curriculum in which students¹ who have Special Educational Needs and Disabilities (SEND) can achieve their maximum potential. The College aims to:

- provide a rich, challenging and differentiated curriculum, in which students with Special Educational Needs and Disabilities (SEND), can achieve their full potential
- equip students with the skills needed for their successful life beyond College

OBJECTIVES

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 the best and comparable progress to their peers; in order to meet this objective, we will endeavour to ensure the following are achieved.

- 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 facilities
 - College activities or appropriate differentiated activities.
- The relevant Local Authority is aware of students who may require an EHCP and liaises with the College to provide timely information in accordance with the SEND Code of Practice 0-25 Years, EHC needs assessment procedures and General Data Protection Regulation compliance.
- Students are in receipt of an Education, Health and Care needs assessment plan (EHCP) where warranted.
- Effective partnership working is achieved through a timely and professional multi-agency approach and transition work with partner school SENCoS, Careers South West and relevant Local Authorities.
- 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.

¹ Throughout this guidance 'student' includes all the children and young people up to the age of 25 years who attend the College. References to SENCo refer to nominated staff in College who coordinate our SEND provision.

DEFINITIONS

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

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or 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 either prevents or hinders him/her from making use of the education facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The Equality Act 2010 defines a person with disability as someone who has:

- *a long term mental or physical impairment which has a significant impact on the person's ability to carry out normally day to day activities.*

Learning difficulties can fall into one or more of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

IDENTIFICATION

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 (EHC Plans, EP reports)
- 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)
- Test scores
- Parents'/carers'/guardians' perceptions and observations
- Peer group nomination
- Self-referral

See SEND Flowchart - Appendix 1

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 in scope

- The SENCo is 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 the SEND process
 - co-ordinate 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
 - participate in the Local Authority EHCP progress reviews
 - 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 exams team to ensure that, once approved, appropriate access arrangements are in place, in accordance with JCQ requirements
- make recommendations for the training needs of staff
- consult with SENCoS from other providers to ensure effective use of resources and the dissemination of good practice
- ensure that the College fulfils the requirement of the Special Educational Needs and Disability Regulations 2014 and other relevant legislation, codes of practice and guidance
- be responsible for the day to day operation and implementation of the SEND policy

There is a nominated lead Governor for Equality and Diversity whose responsibilities include SEND.

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 SENCo.

MONITORING

The Vice Principal Curriculum and Quality, SENCo, Equality and Diversity Committee and Governing body will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the College.

Appendix 1 - SEND Flowchart for provision, intervention and review

