

Special Education Needs (SEND) Policy

1. Introduction

The purpose of the SEND policy is to set out the principles of SEND support at City College as defined in the SEND Code of practice (2015) and our statutory responsibilities under the Children and Families Act (2014).

City College is a fully inclusive college that values the contribution of each individual learner. We are ambitious for all our students, have high expectations and will support all learners to achieve their potential. We are committed to offering outstanding care and guidance to all learners.

We are committed to our students and ensure that they are afforded a range of opportunities and curriculum offers to raise their future aspirations. We encourage our students to be actively engaged in their education, to learn to be independent and motivated in pursuing their goals in further education and employment.

We recognise the importance of working closely with parents/carers and agencies who play an active and supportive role in their child's education.

We believe that every teacher within the college has a responsibility to deliver an appropriate curriculum to every learner whatever their needs.

2. Scope of this policy

This policy applies to:

- All students of City College (and their parents / carers where appropriate) who have SEND as indicated by their Education, Health and Care plan and teacher assessment.
- Teachers and staff working with students with SEND

3. Objectives

To provide an environment where students progress and achieve to their potential, based upon a timely assessment of need, which results in a supportive, secure and enabling environment where the student feels valued.

To ensure students with SEND have access to an appropriate programme of study, a full range of college services and the wider aspects of college life

To provide a broad, balanced curriculum with sufficiently individualised targets and assessment opportunities taking into consideration the views and wishes of students, or their advocates and accounting for their age, maturity and capability

To identify and monitor a student's individual needs from the earliest possible stage so that appropriate provision can be made to ensure staff have high expectation for each student and students aspirations reflect this. This includes liaison with schools and the relevant Local Authority, where possible, before students join the college

Effective access to appropriate members of College and where appropriate, external support staff to ensure than an individual's needs are fulfilled

To work in close partnership with parents/guardians of all students, valuing their knowledge and involving them in all processes

To make everyone aware of the procedures for identifying a particular student's needs

4. Principles

4.1 Definition of Special Education Needs (SEN)

A student is defined as having Special Education Needs if they have a learning difficulty which calls for special educational provision to be made or if they find it much harder to learn than students of the same age. A learning difficulty means that the student either:

- a) Has a significantly greater difficulty in learning than the majority of students of the same age
- b) Has a disability, which either prevents or hinders the student from making use of the educational facilities which are provided for students of the same age in a mainstream school

4.2 SEND Policy Framework

The SEND Code of Practice sets out the vision that ‘Professionals who work with students and young people who have special education need should strive to enable them to achieve at school and college and make a successful transition to adulthood, including finding employment, living independently and participating in their community’.

The College works with parents and professional agencies to discharge our distinct and statutory duties towards our applicants and learners. We believe in adopting a graduated approach to SEND on a spectrum of lowest need, which we term ‘SEN support’ up to those with higher needs where they have an Education, Health and Care (EHC) Plan. This graduated approach, meets the SEN and disabilities needs through differentiation and consequently our obligations and best endeavours in accordance with the Equality Act 2010.

However, in the unusual event where an EHCP is not declared prior to admission and where the College is unable to meet the additional needs adequately despite best endeavours and all reasonable adjustment, the College reserves the right to withdraw the place.

5. Roles and responsibilities

5.1 Governors and Senior Management team

- They are up-to date and knowledgeable about the college’s SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the College Improvement Plan and the College’s self-evaluation process.
- The quality of SEND provision is continually monitored
- The SEND policy and curriculum offer is reported in the college prospectus and made available via the college website and Local Offer

5.2 Head of Student Support & Engagement and DSL & ALS Manager

- Implementation of the College’s SEND Policy
- Monitoring, evaluating and reporting on the provision for students with SEND to the Assistant Principle
- Working alongside staff to assist them in identifying, assessing and planning for students’ needs and ensuring that students make progress relative to their expected outcomes at Post 18

- Working with schools, FE Colleges and external providers to provide clear transition planning, both into the provision and progression of learners Liaising with external agencies, ensuring they are actively encouraged to be involved in the person-centered planning of each individual
- Working in partnership with parents to provide support and access to services
- Contributing to and where necessary, leading the continuing professional development [CPD] of staff
- Maintaining appropriate records and evidence on each student
- Ensuring EHC plan reviews are conducted at least annually and with a person - centered approach being at the heart of the reviews
- Managing the daily function of the Learning Support Assistant team
- Complete high needs funding applications working to secure funding with the relevant local authority
- Ensuring statement/EHC plan reviews are conducted appropriately
- Maintaining appropriate records on all students with special educational needs
- Scrutinising data to identify students in need of extra support, setting of individual targets and intervention strategies to support progression.
- Ensuring staff are aware of how to refer students for access arrangements in examinations
- Transition liaison with secondary schools and post 16 providers

5.3 Teachers

All teaching staff, with the appropriate support of Learning Manager and the Learning Support team, are responsible for delivering the relevant programme of study to all students, including those with SEN.

This will involve:

- Delivering a differentiated curriculum enabling all students to make progress
- Promoting an inclusive atmosphere within the classroom
- Adapting teaching style and classroom groupings to meet the needs of individual students
- Ensuring materials used in a lesson are accessible to all students
- Supporting students to achieve aspirational targets
- Liaising with the Learning support team leader or lead LSA's to ensure reasonable adjustments have been made in the classroom environment

6. Admission and Transition Arrangements

All students will be treated according to their needs in line with the college's admission policy for equality of opportunity. Where a student has a specific need e.g. wheelchair access we will endeavour to make reasonable adjustments to ensure the child's needs are fully met. If a student is transferring into the college with additional provision (EHC plan) from school we will ensure we continue to meet the students' needs. The continuation of this support may require negotiation with an appropriate officer of the relevant LA to ensure funding is available in order to meet the student's needs.

7. Complaints

If parents/carers have a complaint concerning the provision made available for their child they should discuss this, in the first instance, with their course tutor and or the Learning Support Team Leader. If this proves unsuccessful the matter should be referred to the Principal of the College.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following guidance and documents:-

- Equality Act 2010
- SEND Code of Practice 0 - 25 (2015)
- Children and Families Act (2014)

8. Status of this Policy

This policy was approved by SLT in January 2014

The operation of this policy will be kept under review by Head of Student Services and Engagement and Designated Safeguarding Lead.

- Date approved: 22nd June 2021
- Approved by: SMT
- Date of next review: June 2023

Issue Date: July 2021