

Special Education Needs and Disabilities Policy (SEND)

1 Introduction

This policy aims to level the playing field for all current and potential learners with an additional learning need by providing appropriate and timely interventions and support. The College actively encourages those learners with additional support needs to disclose their requirements as early as possible so that we can endeavour to meet them as soon as possible, so that they can Learn, Succeed and Flourish.

Halesowen College is committed to providing additional support to learners by meeting their individual needs as far as is reasonably practicable and in accordance with current legislation and resources, to help them succeed in their main learning programme.

This policy is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEND Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice July 2014

A 'young person' is defined in the Special Educational Needs and Disability Code of Practice: 0-25 (2014) Page 1, as "a person over compulsory school age and under 25".

This policy should be read in conjunction with the following policies:

- Safeguarding Policy and Procedure
- Anti-Bullying and Harassment Policy
- E-Safety Policy
- Health and Safety Policy
- Learner Voice Policy
- Personal and Intimate Care Policy

2 Purpose

- 2.1 This policy details how Halesowen College will do its best to ensure that the necessary provision is made for any learner who has special educational needs and those needs are made known to all who will be involved in their College life. Halesowen College will endeavour to ensure that teachers in the College are aware of and provide for those learners who have special educational needs to allow them to access the curriculum and join in the activities of the College, together with those learners who do not have special educational needs; so far as is reasonably practical and compatible with the young person receiving the special educational provision and the education of the learners with whom they are educated.

For learners who have an Education, Health Care Plan (EHCP), the plans are received and acted upon in a timely manner according to legislation. The College will liaise with all parties as early as possible to ensure the correct programme of study, funding and package of support is provided for each learner.

- 2.2 The staff and Governors will endeavour to ensure that all SEND learners reach their full potential, are fully included within the College community and are able to make successful transitions between educational establishments.
- 2.3 The aim of this policy is to support all staff in providing positive and effective approaches towards the learning and achievement of SEND learners. Teaching and supporting these learners is a College wide responsibility, for all staff.
- 2.4 Halesowen College is committed to welcoming all learners who meet the published entry requirements. "Reasonable adjustments" will be made, where necessary and where possible, to enable all learners to access lessons, social environments and enrichment activities as freely as possible. Needs and adjustments will be considered on an individual basis.
- 2.5 Halesowen College will inspire learners to be ambitious and achieve their full potential. Support learners to flourish both personally and professionally, enjoy college and go on to live happy and purposeful lives. Learners will be ready to learn and display resilience and independence. Learners will use the skills they have learned to contribute to the local and national economy.
- 2.6 Halesowen College will provide a Trauma Informed Environment, where learners past experiences are taken it account and supported in the best way possible.

3 Principles

- 3.1 Halesowen College aims to ensure that:
 - Learners have a smooth transition at each transition stage.
 - All staff are trained to recognise the importance of early identification and of providing for SEND learners whom they teach and support.
 - All staff have access to information about the learners' needs, which will enable them to meet those needs in the classroom.
 - SEND learners will have their needs met.
 - The views of learners and parents are sought and taken into account.
 - SEND learners are offered full access to a broad, balanced and relevant education, including a vocational curriculum, enrichment, skills development and employability pathways.
 - The College works in partnership with external agencies to meet the needs of the learner.
- 3.2 In accordance with the Special Educational Needs and Disability Code of Practice 2014, Halesowen College will:
 - Have a written SEND Policy, containing the information set out in the SEND Code of Practice, including the name of the person responsible for coordinating SEND provision and the Governor responsible for SEND.

- Bring together the relevant information from the school, the learner, external agencies and screening/assessment to plan and implement the right support.
- Assess or request assessment for any learner who is not achieving their expected grades, where appropriate.
- Inform the learners' parents/carers that special educational provision is being made for them.
- Ensure that parents/carers have knowledge about the SEND provision that the College makes through the local offer.
- Ensure that the parents/carers are able to make their views known about how their son/daughter is educated and have access to information, support and advice regarding their son/daughter's requirements.
- Ensure that teachers in the College are aware of the importance of identifying and providing for those learners who have SEND through inclusive, high quality teaching.
- Ensure that a learner with SEND can participate in the activities of the College together with those who do not have SEND.
- Be ambitious and supportive about the aspirations of young people in their care.

4 Definition of Special Educational Needs and Disabilities

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 - them, namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard learners as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of learners of the same age, or;
- Have 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 or mainstream post 16 institutions.

5 Areas of Special Educational Need

Under the SEND Code of Practice (2014), learners identified as having a Special Educational Need (SEND) are considered within one or more of the following categories of need:

Cognition and Learning

Young people with learning needs may learn at a slower pace than other young people and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to, or as a result of, other special educational needs. Cognition and learning needs include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety and depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, emotional or mental health difficulties can include:

- Social, Emotional and Mental Health Difficulties (SEMH)
- Autism
- Anxiety and Depression
- Attention Deficit Disorder (ADD)
- Attachment Disorder

Communication and interaction needs include:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD), including Asperger's Syndrome

Sensory and/or Physical Disability or Impairment

Some young people require a special educational provision because they have a Sensory and/or physical disability or impairment. These difficulties can be age related and may fluctuate over time.

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

Sensory and/or physical needs include:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

6 Transition

The Learning Support Team is involved in transition planning between schools and College to prepare to meet the learner's needs and ensure a successful transition into College life. Where possible Team members will visit the schools who have learners planning to progress to College. Learners who disclose at interview or subsequently will be invited to:

- A learning support interview
- Attend College for transition visit(s)
- Discuss their needs on enrolment, and future pathways including Information, Advice and Guidance (IAG)

7 Admissions Policy

- 7.1 When a young person has expressed a preference for Halesowen College as an institution they would like to attend, the local authority will be under a conditional duty to agree to the request, unless the institution is unsuitable for the:

- Age
- Ability
- Aptitude or special educational needs of that young person.

Or is incompatible with the efficient use of resources or education of others.

Halesowen College will be under a duty to admit that young person and will engage and consult with the local authority in the above decision.

- 7.2 The final decision regarding the offer of a place within Halesowen College will be made by the Head of SEND and the Assistant Principal, Safeguarding and Students.

8 Assessment of Support

Having brought together all the relevant information from the school, from the learner, from those working with the learner and from any screening test or assessment the College has carried out, the information will be discussed with the learner before admission or enrolment. The learner will then be offered support and may be accompanied by a parent, advocate or other supporter at this meeting. This discussion may identify the need for a more specialist assessment from within the College or beyond. The College will then request this through the formal channels.

Triggers for support include:

- School Action/School Action+
- EHCP

9 Support offered by Halesowen College

The College provides inclusive classroom teaching, based on evidence. Support over and above this includes:

- In class support from a Learning Support Assistant
- One-to-one and small group learning support
- Accessible information including enlargements/coloured handouts/overlays
- Equipment loan (Dictaphones/laptops)
- Personal care (or access to it - funded through the EHCP)
- Exam Access Arrangements – refer to point 13 below
- SpLD advice & guidance
- Outsourced services for Autism, Hearing and Visual Impairment

10 Referrals

The progress made by all learners is regularly tracked and monitored on My Halesowen.

Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate strategies for differentiation within the classroom. Subsequent concerns can be raised by any member of staff, by alerting the Learning Support Team. Appropriate interventions can then be actioned.

11 Reviewing Support

The effectiveness and impact of support is monitored continuously by teaching and learning support staff and recorded on individual learner profiles and My Halesowen. Support is flexible, regularly reviewed and may be increased or reduced, depending on the holistic needs of learners. Reductions are actioned to move the learner

towards more independent study, in anticipation of the next stage of their education, employment and preparing for adulthood.

12 Expertise within the College

The Governing body ensures that all members of staff are enabled, through effective dissemination and CPD, to interact appropriately and inclusively with learners who have SEND. They also ensure that curriculum staff are enabled to develop their skills, are aware of effective practice and keep their knowledge up to date.

Halesowen College has access to specialist skills and expertise to support the learning of learners with SEND and has contact with other agencies (such as mental health services (ie CAMHS and specialist organisations). There is a named person in the College with oversight of SEND provision to ensure the coordination of support.

13 Exam Access Arrangements

The College will undertake to process applications for learners' exam access arrangements where there is deemed to be a need in accordance with the parameters stated in the Examinations and Awards Policy. These are subject in many cases to JCQ (Joint Council for Qualifications) regulations.

The purpose of an access arrangement assessment is to allow learners with special educational needs or disabilities to access the assessments for their course. It is not intended to give learners an unfair advantage but to meet the particular needs of an individual learner without affecting the integrity of the assessment.

14 Learner Voice

Learners with additional needs are invited to contribute to the decision-making process at various points in their journey and provide feedback through:

- Transition visits
- Enrolment interview
- Through contact with support staff
- Through Personal Coaches
- Through curriculum staff
- Focus groups

15 Parent/Carer Voice

Parents/carers of learners with additional needs are invited to contribute to the decision-making process at various points in their son/daughter's journey and provide feedback through various channels. These consist of:

- Open Evenings
- Transitions visits
- Enrolment interview
- Through contact with support staff
- Through Personal Coaches
- By telephone or e-mail contact at any time

16 The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND support is

the responsibility of the Principal, Deputy Principal, Assistant Principal for Safeguarding and Students, Head of Safeguarding and the Head of SEND. All governors, especially the SEND Governor, will ensure that they are up to date and knowledgeable about the College's SEND provision.

17 The Role of the Head of SEND

The Head of SEND will oversee and contribute to all policies and decisions which contribute to or impact upon the SEND provision at Halesowen College, ensuring that they all comply with the College core principles and mission and fulfil all statutory requirements of the Children and Families Act 2014 and the SEND Code of Practice 2014.

In collaboration with the Principal and Deputy Principal, will determine the strategic development of the SEND policy and provision at Halesowen College with the ultimate aim of raising the success rates of learners with SEND.

The Head of SEND will:

- Oversee the work of the Learning Support Team
- Provide appropriate information to promote inclusive teaching
- Liaise with and advise colleagues on all matters relating to SEND support
- Contribute to the continuing development and training of the College staff
- Oversee the Learning Support Team's work review and maintenance of Education, Health and Care Plans and records for all SEND learners
- Formally assess the impact of the SEND policy through the annual Self-Assessment process.
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- Oversee the collation of information for SEND learners from school liaison visits
- Liaise with and advise colleagues on all matters relating to SEND
- Oversee the Organising and maintenance the records of all SEND learners
- Liaise with parents/carers of SEND learners
- Contribute to the continuing development and training of College staff
- Liaise with external agencies as relevant/appropriate to promote achievement in SEND learners.

18 Working in Partnership with Learners and Parents/Carers

- 18.1 The impact of any assessment and intervention will be influenced by the involvement and interest of the learner and their parents/carers. Success for all is dependent on active and positive collaboration between parents/carers, learner and College staff, supported when and where appropriate by other professionals and agencies.
- 18.2 Parental concerns can be communicated to the College via letter, telephone, e-mail, Parents' Evening, Open Evenings and are responded to via the same range of channels, but often by meetings in College, at the instigation of curriculum staff, Personal Coaches or members of the learning support team.

19 Concerns

Halesowen College will cooperate fully with the young person and the local authority if a young person disagrees with and appeals against:

- Reviews
- Assessments
- Plan to cease on EHC plan

20 Evaluating the Success of the SEND Policy

The following quantitative and qualitative indicators will provide evidence of the impact of this policy:

- Annual success rates for SEND learners
- Annual comparative success rates in learner groups
- Individual tracking and monitoring records
- Learner feedback
- Parent feedback
- External stakeholder feedback
- Effective deployment of resources to the learners who need it

Reviewed / Approved	By
Reviewed by	Jo Williams
Consulted with	Sharon Legg
Approved	-
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