

## **Special Education Needs and Disabilities Policy (SEND)**

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The policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning setting of Halesowen College.

This policy has due regard to:

- SEND Code of Practice 2015
- The Children and Families Act 2014
- Equality Act 2010
- Data Protection Acts 1998 and 2018
- Limitation Act 2018

## **1. Education and Learning Setting Vision and Values**

The Senior Leadership Team and Staff at Halesowen College are committed to providing an appropriate, inclusive and high-quality education to all our students. We believe that all young people, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced academic and social curriculum. This curriculum should be accessible, and all students should be fully included in all aspects of college life.

We believe that:

- All young people are entitled to a relevant and worthwhile education, designed to enable individual students to participate fully in society and to contribute to and benefit from it.
- Every young person at Halesowen College has the opportunity to be a successful learner, a confident individual and a responsible citizen.
- Students who have special needs & / or disabilities should be supported wherever reasonable to achieve full access to the whole curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment, strategies and resources.
- Students should have individual programmes created for them, where necessary, to ensure that appropriate support, resources and opportunities are available to them whilst following a post-16 curriculum

This framework outlines how Halesowen College endeavours to meet its duty and obligation to provide a high-quality education to all its students, including students with special educational needs and disabilities (SEND), and to make reasonable adjustments to meet the needs of students with SEND.

Through successful implementation, the college aims to use our best endeavours to make sure that every young person with SEND benefits from:

- Equal opportunities
- Identification of their needs
- High aspirations and challenging but realistic targets
- Tracking and monitoring of their progress towards identified individual goals
- Continuous review of the different or additional provision that is made for them
- Promotion of positive outcomes in the wider areas of personal and social development
- Collaboration between Education, Health and Social Care Services to provide support, where reasonably possible

- High quality provision to meet their needs
- A successful transition to adulthood, whether into higher education, training or employment

## **2. Definition of SEND**

In England, under the law “A child or young person has special education needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.” (children and Families Act, 2014, Part3, 20(1) and the educational provision that is required to meet the needs is ‘special’.

In accordance with the Children and families Act 2014, Part 3, 20(2)

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she -

(a) has a significantly greater difficulty on learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many young people who have SEN may also have a disability under the Equality Act 2010. This is defined as, “... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. “Long term” is defined as ‘a year or more’. “Substantial” is defined as ‘more than minor or trivial’ SEND Code of Practice, 2015. This may include young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

Special educational needs and provision can be considered as falling under four broad areas. The SEND Code of Practice 2015 (section 6.28 – 6.32, 6.34 – 6.35) identifies four areas of need:

### **Communication and Interaction (CI)**

6.28 Children and 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 they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASC (Autistic Spectrum Condition), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning (CL)**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning

difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Children and 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 or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/ or Physical needs (SP)**

6.34... Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and / or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

It may not be uncommon for a child or young person to have needs from a combination of these areas and so there will be overlaps in the provisions put in place to support these. Factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues may also emerge and develop over time and sometimes this may manifest through challenging behaviour. In these cases, a special educational need may be identified. Support will be put in place to ensure that these difficulties do not have a negative impact on the learning of the individual or other students.

## **3. Roles and Responsibilities**

The Head of SEND ( has day-to-day responsibility for the operation of the SEND policy and coordination of the specific provision made to support individual young people with SEND, including those who have Education, Health and Care Plans (EHCPs).

The Head of SEND provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.

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 maintain 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.
- Oversee the collation of information for SEND learners from school liaison visits
- Oversee the organising and maintenance of records of all SEND learners
- Liaise with parents / carers of SEND learners

- Liaise with external agencies as relevant / appropriate to promote achievement of SEND learners
- Liaise with the relevant designated teacher where a looked after student has additional needs or disabilities
- Be a key point of contact with external agencies, especially the Local Authority and Local Authority Support Services
- Work with the Senior Leadership Team (SLT) to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and exam access arrangements.

The Senior Leadership Team will:

- Work with the Head of SEND to determine the strategic development of the SEND policy and provision in the college.

All staff should be:

- Fully aware of the college's procedures for identifying, assessing and making provision for students with SEND.
- Responsible for completing any documentation requested in support of the Head of SEND's roles and duties, in a professional and timely way.

The Senior Leadership Team and staff will endeavour to ensure that reasonable adjustments are made in order for those students with SEND to engage in the activities of Halesowen College alongside their peers without SEND. This should include:

- All Halesowen College Students to access a broad and balanced curriculum, personalised in terms of their learning, progress, outcomes, character development and future destination.
- All Halesowen College teachers will set high expectations through ambitious target setting and adaptive teaching to enable curriculum access for every student.
- Students at Halesowen College will be encouraged to undertake wider enrichment activities including trips and visits through reasonable adjustments as part of the broad and balanced curriculum.

The Governing Body have responsibility for the strategic overview of and the implementation of the SEND policy. All governors, especially the SEND link Governor Sarah Dawson, will ensure that they are up to date and knowledgeable about the college's SEND provision.

#### **4. Admissions Arrangements**

The college adheres to the admissions policy and has no special provision under admissions arrangements for limiting or promoting access for students with special educational needs who are without Education Health Care Plans (EHCP). It does, however, endeavour to provide appropriate support for students with a range of special educational needs and disabilities. Any necessary SEND assessments will support the admissions process to identify potential areas of need.

The Head of SEND is available to speak to students and parents about any concerns they may have about transition to the college and the provision the college can put in place to support the needs of individual students. Should the college believe that they are unable to meet the needs of a student with an EHCP they will need to send a report to the Local

Authority, outlining the reason for this. The Head of SEND will ensure that all the information is gathered to inform this decision.

## **5. Identification of Special Educational Needs**

The identification of students who may have additional learning needs or disabilities is built into the overall approach of monitoring the progress and development of all students as specified in the Code of Practice 2015. Where a student is considered to be falling behind their peers, it should not be assumed that there may be a need for SEND support. However, additional teaching support should be provided in these circumstances to address any gaps in learning. If students fail to make adequate progress, despite this focussed support, specific needs may be identified.

All students within the college will have access to quality teaching by each and every member of staff fulfilling the SEND Code of Practice 2015, that “Every teacher is a teacher of SEND”. All teachers are responsible and accountable for the progress and development of the students in their class / classes, including where students access support from teaching assistants or specialist staff. High quality teaching, adapted for individuals and groups of students, is the first step in responding to students who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching is promoted in the college through the following:

- Learning walks
- Lesson observations
- Work structuring
- Structured conversations with staff
- Training

## **6. Provision**

Special educational provision is defined in the SEND Code of Practice 2015 as educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching.

This may take the form of additional support from within the college or require the involvement of specialist staff or support services provided by external agencies. Key links are in place with relevant services and established professional relationships.

Specialist Learning support staff are deployed according to individual need as directed by the Head of SEND. A variety of approaches are used:

- Class support
- Individual support/ Mentoring
- Small group support and intervention
- Some resources may be acquired through identification of need within a person's EHCP

Halesowen College follows the SEND Code of Practice 2015 graduated response with regard to the identification, provision and review of students with special educational needs. The four key actions are:

- i) Assess
- ii) Plan

- iii) Do
- iv) Review

This ensures that needs are identified through initial assessment and appropriate learning plans agreed and delivered. Regular assessment then measures progress and determines continuation, adaptation or cessation of SEND support.

## **7. Access Arrangements**

Students who have Specific Learning Difficulties / Learning Disabilities will be offered a full assessment to establish any exam adjustments; this will be carried out by either an Educational Psychologist of the parent's choice, or a qualified exam access arrangements assessor, appointed by the college, prior to taking their exams. This assessment will determine whether a student may be awarded exam access arrangements such as; a reader, scribe, word processor and/or extra time according to their difficulties. Where individual students have a specific diagnosis or current EHCP in line with the current Joint Council for Qualifications (JCQ); the Head of SEND and examinations team, will follow the protocols established in the JCQ Code of Practice.

## **8. Role of Parents / Carers**

The college recognises the importance of the role of parents / carers and aims to work in partnership with students and parents / carers. In working with parents /carers the college aims to:

- Acknowledge and draw on parental knowledge and expertise in relation to their young person
- Foster good lines of communication, including enabling parents to feel confident in raising concerns they may have about their young person's learning or provision.
- Focus on the young person's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Respect the differing needs parents themselves may have, for example a disability or communication/ linguistic barriers.

## **9. 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:

- Attend College for transition visit (s)
- Discuss their needs on enrolment, and future pathways including information, Advice and Guidance (IAG)
- Parent / Carer information session (s) for SEND learners
- Summer school for students with SEND
- Transition Events for students with SEND

## **10. Referrals**

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

Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate strategies for adaptive teaching within the classroom. Subsequent concerns can be raised by any member of staff, by altering 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 MyHalesowen. Support is flexible, regularly reviewed and may be increased or reduced, depending on the holistic needs of learners. Reductions are actioned to support the learning moving towards more independent study, in anticipation of the next stage of their education, employment and preparing for adulthood.

Students studying at Halesowen College as part of an apprenticeship programme are encouraged to disclose any special educational needs or disabilities and associated support requirements as part of the apprenticeship application and sign-up process. This enables appropriate discussion of support needs and reasonable adjustments at an early stage.

Where reasonable, support for apprentices will be provided through reasonable adjustments made by college staff during training, assessment and review activities delivered by the College. Where learning or assessment activities take place on campus, apprentices who require Additional Learning Support or Exam Access Arrangements may be referred to the Learning Support Team in accordance with College procedures.

Support and reasonable adjustments in the workplace are the responsibility of the apprentice's employer. Halesowen College cannot implement or manage specific workplace-based support; however, the College will work with apprentices and employers to provide appropriate advice and signposting to support the implementation of reasonable adjustments in the workplace, where required.

## **12. Policies associated with SEND**

- Curriculum Strategy
- Safeguarding Policy and Procedure
- Anti-Bullying and Harassment Policy
- Health and Safety Policy
- Personal and Intimate Care Policy
- Examination Policy
- Admissions Policy
- Higher Education Admissions Policy

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