



## **Special Educational Needs Policy**

**Status – Statutory**

<b>Approved By</b>	<b>Date Approved</b>	<b>Review Date</b>	<b>Responsibility</b>
Governors	Sep 2015	Sep 2018	Principal

## **1. Guiding principles**

- 1.1. The college is committed to providing an ethos, environment and culture that is sympathetic to, and understanding of, the issues involved in providing a fair and appropriate education for students with special educational needs or disabilities (SEND).
- 1.2. The college accepts that some students have special educational needs that will range in severity and in origin either throughout, or at some time during their college careers, and that these needs must be addressed and provided for in a wide variety of ways.
- 1.3. The college accepts that all students, including young people with special educational needs, should have an entitlement to the greatest possible access to a broad and balanced education, in their post 16 education.
- 1.4. The college accepts that students with special educational needs should be integrated fully into all aspects of the college, and this should be done without stigma, prejudice or discrimination.
- 1.5. The college follows the agreed guidelines in the SEND Code of Practice. The college accepts that in order to identify, assess and provide effectively for students' special educational needs there should be the greatest possible degree of partnership between staff, the college, and other outside agencies.
- 1.6. The college, in meeting the special educational needs of its students, will have full regard to the views of the parents and the child.

## **2. Principles into practice: a whole college approach**

- 2.1. Putting the general principles into practice necessitates that all subject teachers, tutors and pastoral staff have a role to play in meeting the special educational needs of our students. The following factors all contribute to successful special needs education and it is the responsibility of all staff individually and collectively to bring them about:
  - A curriculum differentiated to meet individual needs
  - Appropriate resources and equipment
  - Specialist teaching of basic skills
  - Extra support, time and attention
  - Positive environment and organisation
  - Positive attitudes
  - Working with parents to ensure effective monitoring and reviewing of needs
  - Identification and assessment procedures
  - Advice, support and training from specialist teachers and external agencies engaged in special educational needs
  - Understanding of special needs, and their educational, social and personal implications

## **3. Related documents**

- 3.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (Jan 2015) and has been written with reference to the following guidance and documents:
  - The Code of Practice for SEND 0-25 Years (Jan 2015) – throughout this policy referred to as 'the Code'
  - Children and Families Act 2014
  - The Equality Act (2010)
  - The Special Educational Needs and Disability Regulations 2014
  - Calderdale's Local offer for SEND
  - Statutory Guidance on Supporting students at school with medical conditions (April 2014)
  - Supporting Students at School with Medical Conditions (2014)
  - Teachers Standards

## **4. Aims of the policy**

- 4.1. The SEND Policy seeks to support the guiding principles of the college by recognising the need to provide the structure for a student-centred process that engages students, families, the college and other professionals in planning for and implementing high quality, needs led provision that is consistent across the college.
- 4.2. The college will ensure that all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities, as a result of everyone working together.
- 4.3. The aims of this SEND policy are:
  - to ensure that the college complies with the requirements of the Children's and Families Act 2014, the SEND Code of Practice Jan 2015 and other statutory guidance
  - to ensure the Equality Act of 2010 duties for students with disabilities are met
  - to ensure that students with SEND are identified early as possible
  - to implement a graduated approach to meeting the needs of students using the Plan, Do, Review process
  - that teachers and staff monitor the progress of all students; continuous monitoring of students with SEND by their teacher's will help to ensure that they are able to reach their full potential
  - to take into account the view of the students with SEND
  - to work closely with parents and support agencies, other external agencies including those from Health and Social Care, to ensure clear communications and sharing of expertise in the best interest of the student
  - to set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
  - to encourage high standards of achievements and rapid and sustained progress by all students
  - to create a climate of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
  - to share expertise and good practice across the college and local learning community
  - to make efficient and effective use of college resources
  - to provide curriculum access for all
  - to ensure students with medical conditions will have a medical diagnosis but not all students with medical conditions will have special educational needs. Where students with medical conditions also have SEND their provision will have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'
  - to enable all staff to meet identified student needs through efficient communication systems and CPD.

## **5. Definition of SEND**

- 5.1. A child or young person has a SEND if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:
  - (a) have a significantly greater need in learning than the majority of others of the same age;
  - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 5.2. Students on the SEND register will have needs that cut across the following four broad areas of SEND. As stated in the Code of Practice for SEND 2015 these are:
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Communication and Interaction
  - Sensory and/or physical

## 6. Specific duties for post 16 providers

- 6.1. The college is committed to the specific statutory duties outlined in the SEND Code of Practice for post 16 providers:
- The duty to co-operate with the local authority on arrangements for children and young people with SEN. This is a reciprocal duty. It means that, in carrying out their functions under this part of the Act, a local authority must co-operate with the named bodies who, in turn, must co-operate with the local authority.
  - The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan. Young people have the right to request that an institution is named in their EHC plan, and local authorities have a duty to name that institution in the EHC plan unless, following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
  - The duty to have regard to the Code of Practice
  - The duty to use their best endeavours to secure the special educational provision that the young person needs. This duty applies to further education colleges, sixth form colleges and 16-19 academies. Its purpose is to ensure that providers give the right support to their students with SEN. The college **must** fulfil this duty for students with SEN whether or not the students have EHC plans. This duty applies in respect of students with SEN up to age 25 in further education, including those aged between 14 and 16 recruited directly by colleges. The duty encompasses students on a wide variety of study programmes (including some on short programmes) and at every level from entry level upwards.
- 6.2. A young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream colleges. The college will offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach will be embedded in our provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.
- 6.3. The Maltings College is ambitious for young people with SEN, whatever their needs and whatever their level of study. The focus is on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education or further training or employment, independent living (which means having choice and control over the support received), good health and participating in the community.
- 6.4. All students aged 16-19 (and students up to the age of 25 where they have an EHC plan) will follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life.

## 7. Identifying SEN

- 7.1. The college will be involved in transition planning between school and college so that they can prepare to meet the student's needs and ensure a successful transition into college life. The Code of Practice (Chapter 8), gives guidance to schools and colleges on how they should work together to smooth that transition.
- 7.2. The college will give all applicants an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration the college will discuss with the student how they will provide support. Any screenings and assessments should be differentiated and proportionate to the likely level of SEN.
- 7.3. Some needs may emerge after a student has begun their studies. Teaching staff should work with specialist support to identify where a student may be having difficulty which may be because of SEN.
- 7.4. Students who fell behind at school, or who are studying below level 2, should have their

needs identified and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than the majority of their peers. They may do, but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision.

## **8. SEN Support in College**

- 8.1. Vulnerable and challenging students will need additional support. These students will have been identified early in their schooling and their particular support planned before they join the college.
- 8.2. Students with challenging behaviour will be identified and monitored closely in normal teaching groups.
- 8.3. Where a student has a learning difficulty or disability that calls for special educational provision, the college **must** use its best endeavours to put appropriate support in place. Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support will be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community. Chapter 8 of the Code provides guidance on preparing young people for adult life.
- 8.4. Support should be evidence based. This means that the college should be aware of effective practice in the sector and elsewhere, and personalise it for the individual. They should keep the needs of students with SEN or disabilities under regular review.
- 8.5. The college will take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. Planning SEN support will involve the student and their parents, closely at all stages of the cycle, planning around the individual, and they should ensure that staff have the skills to do this effectively.
- 8.6. Where a student is identified as having SEN and needing SEN support, the college will bring together all the relevant information from the school, from the student, from those working with the student and from any screening test or assessment the college has carried out. This information should be discussed with the student. The student should be offered support at this meeting and might be accompanied by a parent, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the college or beyond.
- 8.7. Where it is agreed that the student needs SEN support, the college should discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans should be developed with the student. The support and intervention provided should be selected to meet the student's aspirations, and should be based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge.
- 8.8. Special educational support might include: (these examples are not exhaustive)
  - Assistive technology
  - Personal care (or access to it)
  - Specialist tuition
  - Note takers
  - Interpreter
  - One-to-one and small group learning support
  - Habilitation/independent living training
  - Accessible information such as symbol based materials
  - Access to therapies (for example, speech and language therapy)
- 8.9. The college will ensure that the agreed support is put in place, and that appropriately trained and qualified staff provide the support needed.
- 8.10. The college will, in discussion with the student, assess the impact and success of the intervention.

- 8.11. Throughout the planning and review process the college will ensure that any students with SEN or disabilities know who to go to for support.

## **9. Reviewing SEN support**

- 9.1. The effectiveness of the support and its impact on the student's progress should be reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations, which may lead to changes in the type and level of their support. The college and the student together should plan any changes in support. The college will then revisit this cycle of action, refining and revising their decisions about support as they gain a deeper understanding of the student, and what is most effective in helping them secure good outcomes. Support for all students with SEN should be kept under review, whether or not a student has an EHC plan.
- 9.2. Where a student has an EHC plan, the local authority **must** review that plan as a minimum every twelve months, including a review of the student's support. The college **must** co-operate with the local authority in the review process. As part of the review, the local authority can ask the college to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of colleges is given in Chapter 9 of the Code 'Education, Health and Care needs assessments and plans'. Further information on pathways to employment and on support for young people in preparing for adult life is set out in Chapter 8 of the Code.
- 9.3. The college will also keep under review the reasonable adjustments made under the Equality Act 2010 to ensure they have removed all the barriers to learning that they reasonably can.
- 9.4. In reviewing and managing support for students with SEN, the college will refer to Chapter 6 of the Code which outlines to broad areas of need and support.
- 9.5. The process of reviewing SEN students will take place at least three times per year. Reviews may take place at SEND parent/carer Consultation Evenings or individual reviews.
- 9.6. Students are encouraged to share their views in a number of different ways; these views are sought for review meetings, progress meetings or at the end of a targeted intervention period.

## **10. Specialist skills and staff training**

- 10.1. All staff are expected to interact appropriately and inclusively with students who have SEN or a disability. The college encourages all staff; teaching and non-teaching, through both external and internal in-service training, to develop their understanding of special educational needs and their expertise in providing for students with such needs.
- 10.2. Teaching staff and pastoral staff will be supported to develop their skills and are required to be aware of effective practice and keep their knowledge up to date. Through the performance management cycle, each year staff are asked to identify their training needs in terms of either implementing the college improvement plan, or enhancing their own personal and professional development. Some of these training opportunities provided are detailed in **Appendix 1**.
- 10.3. Teaching staff as a whole, are encouraged to:
- develop their understanding of special needs and the educational, social and personal implications for a student having special needs
  - develop their teaching expertise in providing for students with such needs
  - keep up with any new initiatives, procedures and legislation in the area of SEND
- 10.4. As the college continues to develop the use of Learning Assistants, we are also aware of the need for them to benefit from the in-service training and for teaching staff to be trained in the best ways of utilising Learning Assistants as an important resource to the college.
- 10.5. The college will ensure it has access to specialist skills and expertise to support the learning of students with SEN. This may be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly.
- 10.6. The college will access external specialist services and expertise, where required. These may include, for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment

services and therapists. They can be involved at any point for help or advice on the best way to support a student with SEN or a disability.

- 10.7. Specialist help should be involved where the student's needs are not being met by the strong, evidence-based support provided by the college. Where, despite the college having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student is still not making the expected progress, the college or young person should consider requesting an EHC needs assessment (see Chapter 9 of the Code).

## **11. Preparing students for adulthood**

- 11.1. The college recognises its role in preparing all students for adult life. There is specific provisions outlined within Chapter 8 of the Code, which sets out how professionals across education, health and social care should support children and young people with special educational needs (SEN) or disabilities to prepare for adult life, and help them go on to achieve the best outcomes in employment, independent living, health and community participation.
- 11.2. The principles set out in this chapter of the code apply to all young people with SEN or disabilities, except where it states they are for those with Education, Health and Care (EHC) plans only.
- 11.3. High aspirations are crucial to success – discussions about longer term goals should have started early (ideally well before Year 9 (age 13-14) at school). Discussions should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve. The specific guidance covers both the transition into post-16 education, and the transition from post-16 education into adult life and covers:
- how local authorities and health services should plan strategically for the support children and young people will need to prepare for adult life
  - how early years providers, schools and colleges should enable children and young people to have the information and skills they need to help them gain independence and prepare for adult life
  - support from Year 9, including the content of preparing for adulthood reviews for children and young people with EHC plans
  - planning the transition into post-16 education
  - how post-16 institutions can design study programmes and create pathways to employment
  - how young people should be supported to make decisions for themselves
  - packages of provision for children and young people with EHC plans across five days a week
  - transition to higher education
  - young people aged 19-25
  - transition to adult health services
  - transition to adult social care
  - leaving education and training and progressing into employment
- 11.4. The SEN team will refer to this area of the code for guidance in planning and preparing students with SEND for adulthood.
- 11.5. Planning and preparing students for adulthood will form part of the ongoing review and monitoring of a students' SEN support.

## **12. Funding**

- 12.1. The provision of SEND is funded through the main revenue budget for the college. Funds are deployed to implement the SEND Policy. Resources are allocated to support students with identified needs. Each year we map our provision to show how we can allocate resources; this is reviewed regularly and can change during the academic year, responding to any change in need.
- 12.2. The college is not expected to meet the full costs of more expensive support from its core and additional funding in their main allocation. It will provide additional support which costs up to a nationally prescribed threshold per student per year. The responsible local authority,

should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold. This should reflect the cost of providing the additional support that is in excess of the nationally prescribed threshold.

- 12.3. The Code (Chapter 7) states there is no requirement for an EHC plan for a young person for whom a college receives additional top-up funding except in the case of a young person who is over 19. But where the local authority considers it is necessary for special educational provision to be made through an EHC plan it should carry out an EHC needs assessment. Local authorities should be transparent about how they will make decisions about high needs funding and education placements. They should share the principles and criteria which underpin those decisions with schools and colleges and with parents and young people.
- 12.4. It should be noted that the college is funded by the Education Funding Agency (EFA) for all 16-18 year olds and for those aged 19-25 who have EHC plans, with support from the home local authority for students with high needs. The college **must not** charge tuition fees for these young people.

### **13. Record keeping**

- 13.1. The college will keep a student's profile and record of support up to date to inform discussions with the student about their progress and support. This should include accurate information to evidence the SEN support that has been provided over a student's time in college and its effectiveness.
- 13.2. Records will include details of what additional or different provision has been made to meet a student's SEN and their progress towards specified outcomes. Discussions will be held with the student's lecturer regarding progress and will also include information about the student's SEN, interventions and the support of specialists. The information should be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.
- 13.3. The college will have a standard approach to record keeping but will ensure that census data is recorded accurately and in a timely manner in line with funding rules. Where students have EHC plans, colleges should provide the local authority with regular information about the progress that student is making towards the agreed outcomes set out in their EHC plan. Where a student has support from the local authority's high needs funding but does not have an EHC plan, colleges should also provide information on the student's progress to the local authority to inform its commissioning.
- 13.4. Records will be kept via SIMS and individual, confidential student records.

### **14. Roles and Responsibilities**

- 14.1. The college has a named person with oversight of SEN provision to ensure co-ordination of support (similar to the role of the SENCo). This person is Adam Helliwell. Within the SEN team is the Student Manager and other members of the SLG.
- 14.2. This SEN team provide the strategic and operational management of the college. The Principal will ensure that teaching and support staff in a college know who to go to if they need help in identifying a student's SEN, are concerned about their progress or need further advice.
- 14.3. The Principal will plan the college's strategic approach to meeting SEN, through assessing and establishing a clear picture of resources available. This will enable the college to provide a clear description of the types of special educational provision it will normally provide. This will help parents and others understand what they can normally expect the college to provide for young people with SEN.
- 14.4. The SEN team will fulfil the following roles and services to ensure that students with SEND needs are supported:
  - Arranging support for students in a variety of ways
  - Direct teaching of basic skills programmes
  - Co-ordinating provision across sectors ensuring continuity across subjects
  - Identifying and assessing student's needs



- Planning, monitoring and reviewing progress
  - Registering, special needs and keeping records
  - Liaising with external agencies and institutions
  - Liaising with parents
  - Liaising with, and advising, colleagues
- 14.5. The Principal will delegate the responsibility of holding meetings (from application to graduation) to an identified member of pastoral staff.
- 14.6. Governors will ensure that the SEND policy and procedures are carried out.

**15. Monitoring and Evaluation**

- 15.1. The SEN will monitor all individual plans and student progress, evaluating impact on an ongoing basis.
- 15.2. Governors will receive reports on the progress of SEN students.

## **Appendix 1**

Examples of training opportunities offered to staff, in relation to SEND:

### **External Training**

- courses aimed at the SEND department to develop policies and practices, and to examine new legislation and guidance in this area
- courses for teaching staff wanting to specialise in areas of special needs training
- courses for subject teachers wanting to develop special needs provision in a curricular context
- courses for Learning Assistants to develop their general understanding of SEND issues, and to be trained in support strategies and IT applications

### **Internal training**

- All teaching and learning support staff will receive a full SEND induction
- The option of allocating specific INSET days or staff meetings to deal with pertinent SEND developments
- SEND staff are involved in other Training Days and can give an SEND perspective on college development issues
- Learning Assistant training is a focal point of the development of a CPD programme at the college.