



POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

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INTRODUCTION

The Henley College is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our students whatever their learning needs or disability. Our policy is to apply the admission criteria to all regardless of any disability of which we are aware. The Special Educational Needs and Disability Code of Practice (2015) defines a disability 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*'.

Special educational needs and **disability** (SEND) - A young person has **special educational needs** and **disabilities** if they have a learning difficulty and/or a **disability** that means they need special health and education support.

Prospective parents are asked to give full details of any disability in relation to a prospective student at the time of application. In assessing any student, the College may take advice and requires such assessments as it regards appropriate.

It is important to remember that not all students with disabilities have Special Educational Needs (SEN) and not all students with SEN meet the definition of 'disability' but this policy covers all of these students. As a College, serving students aged between 16-19 years it is particularly important that:

- The views, wishes and feelings of the student are listened to and respected.
- The student's parents/ carers views, wishes and feelings are taken into consideration, where appropriate.
- Support is provided for the student in order for them to achieve the best possible education and other outcomes.

This policy is informed by the following:

Legislation and statutory framework: the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), the Children and Families Act (2014) and the Equality Act (2010).

The Equality Act 2010 requires institutions to make '*reasonable adjustments*'. This means putting things into place to make it easier for students with disabilities and special educational needs to prevent them from being placed at a substantial disadvantage. The College's duty is to ensure that this is anticipatory – we will endeavour to create a culture whereby thought is given in advance, to what adjustments might be needed in order to prevent that disadvantage.

The Children and Families Act 2014 states that the College has '*a duty to admit a young person if the institution is named on an Educational Health and Care Plan (EHC PLAN) following consultation with the Institution*' provided that young person's age, ability, aptitude or SEN does not make it '*incompatible with the efficient use of resources of the efficient education of others.*' We are firmly committed to an inclusive approach for all students, provided the student meets our published Entry Requirements and other specified criteria as requested by the Admissions Team. The Head of Student Services and other members of the Senior Leadership Team reserve

the right to refuse admittance of a student, if it feels the College is unable to meet the support needed to keep the student safe and/or to meet any other specific learning need support as detailed on the EHC PLAN.

It should also be recognised, that the College is in a busy, town centre community, where students are given the responsibility to manage their own behaviour, including time spent on and off site. All students are offered a place at College upon the understanding that the College is a safe and appropriate learning environment for their need. Where there is concern that this may not be the case, or that the wellbeing or, educational progress of others may be compromised, it may not be possible to offer a place, or offers of places may be withdrawn.

The College works with outside specialists, where appropriate, to ensure that students with special educational needs, emotional/ behavioural problems or physical difficulties or impairment are fully integrated into all aspects of college life.

This policy should also be read in conjunction with the College's Disability Policy and the Supporting Student Strategy.

THE OBJECTIVES OF THE SEND POLICY

The specific objectives of this SEND policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met
- To ensure that students with special educational needs and disabilities have access to all activities at College
- To ensure that all students make the best possible progress and achieve the best possible outcomes;
- Where appropriate, to ensure parents/ carers are informed of their child's special educational needs and that there is effective communication between parents/ carers and the College;
- To ensure that students are given opportunities to express their view and are fully involved in decisions, which affect their education;
- To promote effective partnership and involve outside agencies where appropriate.

STUDENT SERVICES/LEARNING SUPPORT TEAM

As a part of our commitment, the team aims to accurately identify, assess students for special educational needs and provide strategies to enable staff to meet the needs of these students.

The College accepts that the notion of meeting special needs is a 'whole College responsibility'. This means that whilst the Student Services/Learning Support team identifies, assesses and can provide tailored support for students, the provision for the student is the responsibility of all staff.

At the College, the Head of Student Services is the manager for strategic operation of the SEND policy, supported by the Student Services/Learning Support team in the day-to-day running of the department.

By law, it is mandatory for all mainstream schools to have a SEN Co-ordinator (SENCO); however FE colleges are not legally required to have one. At the College, the Head of Student Services, Kathryn Caulfield has oversight of the SEN provision to ensure co-ordination of support, similar to the role of the SENCO in schools. Curriculum and support staff in the 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.

The Role of the Learning Support team within the College is to:

- Identify the student's special educational needs
- Coordinate the special educational provision for the student which meets those needs;
- Monitor the effectiveness of any special educational provision for the student;
- Secure relevant services for the student where necessary;
- Ensure that records are maintained and up to date;
- Liaise with and provide information to the parent/ carer of the student, where appropriate.
- Ensure the student is supported and information is shared, where appropriate.
- Promote the inclusion of the student in the college community and access to the college's curriculum, facilities and additional studies activities.
- Advise and train staff at College who work with students who have special educational needs
- Advise teachers at the College about differentiated teaching methods appropriate for individual students with learning support needs or disabilities;
- Contribute to inset training for teachers at the college to assist them to carry out the any tasks needed to meet support needs
- Prepare and review the information required to by the Governing Body

SPECIALISMS AND SPECIAL PROVISION

The College has a Pathways Department that offers a curriculum tailored to the needs of students with learning difficulties and disabilities. Students will have the opportunity to experience a varied educational programme within the context of a leading sixth-form college. The course helps re-enforce and develop basic educational skills and encourages independence and maturity.

SPECIAL FACILITIES

The College is equipped with lifts and ramps in the buildings in key areas, making each of these accessible for students with mobility issues. Students who require special facilities are identified during the admissions procedures and if necessary, the College will make a bid for additional funding.

The College has two sites and students would need to move from site to site dependant on College activity. Both sites are situated on a hill, which could cause accessibility issues and these would need to be considered before an offer of a place is given.

IDENTIFICATION OF SEN

All applicants will be given a number of opportunities before, at the point of interview, enrolment and after enrolment to declare a learning support need, a disability or a medical condition for which they might require support. If a student makes a declaration, the College will discuss with the student what support will be provided.

PROVISION

Students may be offered support provision within Student Services, in addition to the support arrangements, which take place within teaching areas, depending on the EHC plan requirements or from internal/external referral. Support could include:

- One-to-one weekly support and mentoring with a Learning Tutor
- In class support from a Learning Support Assistant
- Access to therapies/ outside agencies

This information will be discussed with the student and parent, and a learning support plan drawn up. This plan will be shared with teaching staff and the student. The plan will identify the nature of support to be put in place and the strategies that have been successful for the student in the past.

MONITORING, REVIEW AND RECORD KEEPING

The effectiveness of the support put in place and its impact on the student's progress will be reviewed regularly for all students on the SEN register.* Those students with an EHC plan will also be reviewed by the relevant County Council in the Annual Review.

***The SEN register will have details on all students receiving additional learning support. The register will not hold details on those students who cope without the need for intervention (other than exam access arrangements).**

The College is fully committed to the Special Educational Needs and Disability Code of Practice recommendation of a 4-part cycle – Assess, Plan, Do, Review.

Assess – In identifying a student that requires SEN support, an assessment of the students will be undertaken. This assessment will draw on previous progress, attainment and behaviours. This will include subject teachers assessments where relevant, the students development in comparison to their peers and national data, where appropriate the views and experience of parents, the students own views and, if relevant, the advice of external support services. In some cases, outside professionals from health or social work may already be involved with the student. These professionals are encouraged to liaise with the College to help inform assessments.

Plan – Where it is decided to provide a student with SEN support the student will be notified and, if appropriate, the parents/ carers will be notified. All teachers and support staff who work with the student will be made aware of the needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded in the SEN Folders, held in Student Services and on the College Portal.

Do – The subject teachers remain responsible for working with the student on a daily basis, using differentiated techniques and strategies outlined in the Plan. Student

Services will provide support to the teaching staff and offer advice on strategies that have been successful with the student in the past. Small group workshops, Student Services if deemed appropriate may offer weekly mentoring/one to one support for the student.

Review – The effectiveness of the support and interventions and the impact on the students' progress will be reviewed regularly and documentation updated in light of this review. The effectiveness will be reviewed by looking at progress, outcomes, and lesson observations.

Record Keeping – If a student declares that they have a special educational need, disability or medical issue the information will be stored in Student Services and will be recorded on the College database and portal. Staff will be alerted using a badge system on the Portal. Information will be recorded using a series of confidentiality levels, level 1 being available to all staff, level 4 for senior pastoral staff only.

STUDENTS WITH SEN; TRIPS AND VISITS OF THE COLLEGE

The College will make every effort to ensure that all students have access to the wider curriculum. This may include making reasonable adjustments to staffing, transport and timetabling of extracurricular trips and visits.

EVALUATION OF SEN PRACTICE

It is imperative that the Governing Body and Senior Leadership Team are kept fully informed of information and changes in SEN provision and practice. An annual report will be written detailing:

- The latest SEN requirements
- The kind of SEN that are provided for;
- The numbers of each type of SEN that year;
- Strategies and initiatives undertaken to support students with SEN;
- The impact and effectiveness of these strategies and initiatives on outcomes and progression

STAFF TRAINING

Student Services will ensure resources are available for relevant teaching staff and will actively participate, where appropriate at College Inset Days.

LINKS WITH OUTSIDE AGENCIES

The College has developed links with a number of external agencies to ensure that the students have access to the support they need, e.g. CAMHS (Child and Adolescent Mental Health Services), YES (Youth Enquiry Service), details of which are available in the Student Support Strategy, Staff Guides and in Student Services.

ROLE PLAYED BY PARENTS / CARERS

As a provider of post 16 education the College recognises that they are 'bridging the gap' between School and Employment/ University. We encourage our students to develop independence and resilience, whilst also recognising that parents/ carers are keen to support fully their child in achieving their potential. Therefore, throughout this document, we have encouraged parental involvement with the addition of 'when appropriate'. Students have the right to decide if parents should be informed of SEN assessments, plans and reviews. The College fully respect the rights of the students to become young adults and decide for themselves when/if parents are contacted/ informed of changes made to their support plans (unless in receipt of an EHC plan).

TRANSITION ARRANGEMENTS

School to College – Students will be fully supported in their transition from school to College in a variety of ways. Once a declaration of SEN or medical issue has been made, Student Services will be made aware of this applicant. In some instances, the school will be contacted and further detail sought, to ensure that SEN support arrangements can be put in place. In addition, the parent or student may be contacted so that further detail can be established. Some students will be invited in for a Learning Support Meeting before enrolling into College, so that the student is familiar with the College layout, the Student Services Team and the support arrangements.

REVIEW CYCLE

This policy will be reviewed annually.