

## Procedures Manual

### 01.23.01 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

**PURPOSE** To provide information on services and support for students with Special Educational Needs and Disabilities (SEND).

**SCOPE** All students with Special Educational Needs and Disabilities (SEND) accessing learning opportunities at or through West Suffolk College [\(WSC\)](#).

**RESPONSIBILITY** All staff.

#### 1. Introduction

1.1. This policy is based on and complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) and section 69 of the Children and Families Act 2014. We use the same definition of Special Educational Needs (SEN) as set out in the Code of Practice

- *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of other at the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 intuitions (p. 263).*

1.2. We recognise that provision for students with SEN is the responsibility of the whole college and we are ambitious for young people with SEN whatever their needs and whatever their level of study at WSC. We focus on supporting *all* students so that they can progress and reach positive destinations in adult life. These destinations include higher education, further training, employment, independent living, good health and participating in the community.

1.3. At WSC we are dedicated to ensuring that *all* students follow a coherent study programme which provides stretch and progression in order to achieve the best possible outcome in adult life. As part of our commitment, students also receive access to relevant careers advice and guidance (as set out in section 7.9 in the SEND Code of Practice 2014).

#### 2. Aims

##### 2.1. Identify and involve:

- a) Through our admissions process we aim to identify and provide for students who have special educational needs and additional needs.

- b) To involve students actively in decisions about their SEN provision.
- c) To involve parents actively in their ~~son/daughters~~child's SEN provision.

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## 2.2. Curriculum:

- a) To provide coherent programmes of study for students with SEN.
- b) To implement a graduated approach to meeting the needs of the students using the Assess, Plan, Do, Review process.
- c) To ensure that a student's programme is appropriately differentiated in recognition of their abilities.
- d) To provide a focus on outcomes for students.
- e) To ensure that all staff know that they have a responsibility to bring to the attention of the relevant member of staff (see SEND Management Section) any student who they believe are not having their needs met.

## 2.3. Guidance:

- a) To ensure that students with SEN receive appropriate pastoral support and guidance, including preparation for their next steps.
- b) To continue to liaise effectively with relevant outside agencies.

## 2.4. Overall:

- a) To continually develop a whole college approach to the management and provision of support for SEN.
- b) To ensure that all staff are made aware of procedures for identifying, assessing and making provision for students with SEN.
- c) To provide support and advice for all staff working with ~~students with special educational needs~~SEN ~~students~~.
- d) To continue to provide opportunities to celebrate the achievements of students with SEN.
- e) To work within the guidance provided in the SEND Code of Practice 2014.

## 2.5. Leadership:

- a) To provide an appropriate leadership structure to ensure that the aims of the SEN Policy are met across the college.

## 3. Roles and Responsibilities:

- 3.1. The nominated ~~Governor Lead for SEND~~ Governor is responsible for monitoring how we meet the needs of our students with SEN across WSC.
- 3.2. The ~~Principal~~ CEO has overall responsibility for the SEN Policy and provision across WSC. The ~~CEO~~ Principal should keep the ~~Local Governing Body~~ Corporation informed and work closely with the Group Assistant Principal – Inclusive Learning to provide regular updates to Governors.
- 3.3. The Group Assistant Principal – Inclusive Learning will lead on the strategic development of the SEN policy and provision to raise the achievement of all students with SEN.

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- 3.4. All staff undertake regular Safeguarding training at WSC and staff have a duty of care to ensure the safest of learning environment for all students at WSC.
- 3.5. The Inclusive Learning team have the responsibility for the day to day operation of the SEND Services that help ensure day to day provision is organised in line with the Education and Health Care Plans (EHCP/CHP), and is achieved in liaison with relevant staff, parents/carers and other agencies, supported by the Local Authority.
- 3.6. All Teaching, Learning and Assessment (TLA) teams have a duty to be aware of the varying needs of students in their classes, ensure all aspects of TLA are accessible and appropriate differentiation and adaptations are in place. This will be monitored through regular audits and observation processes.
- 3.7. All staff have a responsibility to have high aspirations for students with SEND whatever their needs and whatever their level of study at WSC.
- 3.8. **SEND Management**

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Area of Responsibility	Staff name	Post
Overall <u>EGG-Group</u> responsibility for SEND curriculum, support, and services	<b>Calvin Marshall</b>	<b>Group Assistant Principal - Inclusive Learning</b>
<u>Consultations, Access Arrangements and EHCP Annual Reviews – WSC</u>	<u>Amanda O'Neill</u>	<u>SEND Coordinator</u>
<u>Management of SEND services – WSC</u>	<u>Vacant</u>	<u>Inclusive Learning Manager – SEND Services</u>
<u>Management of Learning Support - WSC Sixth Form</u>	<u>Vicki Bryant</u>	<u>Assistant Head of Inclusive Learning</u>
<u>Management of Group Supported Learning curriculum provision</u> <u>Management of Supported Learning, Learning Support and SEND Services at OSFC. – Leading cross-group projects related to SEND Services development</u>	<b>Mark Savage</b>	<b>Group Head of Inclusive Learning</b>
Management of Supported and Alternative Learning programmes - WSC	<u>Amanda O'Neill</u> <u>Rhian King</u>	Head of <u>Subject - Supported Learning</u>

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Management of SEND services—WSC	Paul Rana	Head of Inclusive Learning
Management of Learning Support—WSC Sixth Form	Vicki Bryant	Assistant Head of Inclusive Learning
Consultations, Access Arrangements—WSC	Simon Holmes	SEN Coordinator

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#### 4. Admissions and Accessibility:

- 4.1. At WSC we are committed to equal opportunities. Our aim is to meet the needs of *all* students on roll and our admission procedures have due regard for the provision of SEN. Our Equality, Diversity and Inclusion Policy sets out our inclusive approach to the delivery of education.

#### 5. Identification:

- 5.1. Appropriate staff at WSC are involved in transition planning between school and college in order to prepare effectively to meet the needs of the student and ensure a successful transition into college life.
- 5.2. To support the transition of students, we expect feeder schools to share all relevant information with WSC prior to their arrival (please see the Transition section for more information).
- 5.3. Students are able to disclose at application and beyond whether they have a learning difficulty, an additional learning support need, disability or a medical condition that may affect their learning and in some cases the student may already have an EHCP.
- 5.4. Where a student declares any significant SEN, the appropriate member of SEND Management or an appropriate member of their team, will liaise with the prospective students and their families with regards to how support can be provided and the types of assessments that may take place proportionate to the likely level of SEN.
- 5.5. Where needs emerge after a student has started on a programme at WSC, TLA staff should alert the appropriate SEN lead to identify where a student may be having difficulty which may be because of SEN. We know that students with SEN can follow a variety of programmes and that SEN does not necessarily dictate that a student functions at a lower level e.g. we have regularly a number of students with SEN studying on Level 3 programmes.
- 5.6. Students with SEN will be identified within ProMonitor and an individual SEND Profile will be generated. The profile will mainly be produced using information from their most current EHCP and will include respective outcomes identified under the following areas:

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- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Specific Learning Difficulties

The SEND Profile will also include suggestions and preferred learning strategies, differentiation and adaptations which should be embedded in their learning activities.

- 5.7. SEN Information for students is made available to TLA teams by the SEND team and/or the Learning Support Team.

## 6. Assess

- 6.1. Where a student at WSC is identified as having SEN and needing SEN support, the SEND Team brings together all the information from the school, from the student, from the family, from any multi-agency teams working with the student and any recent assessments that have been carried out.
- 6.2. All of the information is discussed with the student (where appropriate). The right of a student to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. For those students at WSC who lack this capacity, they will be empowered to make decisions or actions may be taken on their behalf and will be done so with their best interests at heart (section 8.21 in the SEN Code of Practice 2014).
- 6.3. At an SEN assessment meeting to determine whether there are any SEN support needs, students can have support with them which can be a member of the support team, their parents, an advocate or another supporter. This meeting may lead to more specialist assessment from within the college or beyond.
- 6.4. A student has the right to request an assessment for an EHCP plan at any time up to their 25<sup>th</sup> Birthday as referenced in the SEN Code of Practice (8.16).

## 7. Plan

- 7.1. Once a student is identified with needing SEN support at WSC, the relevant staff discuss with the student and/or their parents/carers, the student's ambitions, the nature of the support to be put in place, expected impact on progress and the date for reviewing the support. This plan will be developed with the student (where possible) and the interventions and support will be provided in order to best meet the aspirations of the student. Types of SEN support at WSC can include:

- - Assistive technology
- - Personal Care Needs
- - Specialist Tuition
- - Scribes
- - Access Arrangements e.g. readers/scribes/extra time
- - 1:1 or small group learning
- - Transition

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- - Adapted Timetable
- - Supported Supervised Study
- - Planning for Adulthood – careers / progression pathways
- - Accessible information e.g. symbol -based materials
- - Access to therapies facilitating multi agency work

## 8. Do

- 8.1. At WSC, we have a very responsive and flexible approach to supporting our SEN students. These students are supported by appropriately qualified staff. The level of support is continuously evaluated to ensure that the student is getting the best experience in order to progress and achieve with a focus on progressive independence.
- 8.2. Lecturers are responsible and accountable for the students in their class, including those students who access support from specialist staff.
- 8.3. At WSC we regularly and carefully review the quality of provision for all students, including those at risk from underperformance.
- 8.4. Lecturers are expected to demonstrate good or better differentiation for students in their classes and this is looked at as part of observation cycles across the academic year.
- 8.5. Where an intervention may require a student to work as part of a 1:1 or a small group, the Lecturer still has responsibility for the student.
- 8.6. Lecturers work closely with any type of learning support and take an active role in planning for progress and assessing impact against the support the student receives.
- 8.7. We have a Careers Education Advice and Guidance (CEAG) service for all students at WSC. This service provides individualised support to students to enable students and families to broaden their horizons. At WSC we have a range of work experience and volunteering opportunities.

## 9. Review

- 9.1. At WSC we take a cyclical approach to assessing need, planning and providing support and review and evaluate the support regularly so that it can be adjusted where necessary.
- 9.2. Where a student has an [EHCPPC-plan](#), this will be reviewed every 12 months in line with the requirements of the SEND Code of Practice 2014.
- 9.3. The SEND team are responsible for ensuring that reviews of SEN support happen and any agreed alterations as a result of a review are communicated with parents and wider agencies.
- 9.4. Termly progress review reports are completed and parents will receive an annual review report on the progress of their son/daughter against their [EHCPC-plan](#).
- 9.5. If after taking relevant and purposeful action to identify, assess and meet the needs of a student with SEN support needs but without an [EHCPPC-plan](#), and they still continue to

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make limited progress, we will consider (in liaison with the student and parents) requesting an [EHCP/PPC-plan](#) to be put in place. This request is then taken up by the Local Authority.

## 10. Transitions

- 10.1. At WSC we provide taster and assessment activities for students who are thinking of applying to join our Supported Learning programmes so that they can familiarise themselves with the learning environment at WSC and gain some experiences of college life and study.
- 10.2. We expect feeder schools to share all key information about prospective students by the spring term at the latest so that we are able to develop suitable programmes of study and prepare appropriate support.
- 10.3. At WSC, we also proactively endeavour to attend Year 11 Annual Reviews where invited, for those students who want to come to us from the local special schools.
- 10.4. We recognise that some prospective students want a fresh start when leaving school to attend WSC and any sharing of their SEN should be sensitive to their concerns and done with their agreement.

## 11. Local Offer:

- 11.1. We recognise that the Local Authority have a statutory duty to develop and publish a Local Offer (as per the guidance in the SEN Code of Practice 2014). We know that this must cover: preparing and reviewing the Local Offer (including the views of young people, parents and providers), publishing the Local Offer including comments on it and actions to be taken and providing information, advice and support where required.
- 11.2. As our commitment to the Local Offer, we co-operate fully with the Local Authority in the development and the review of the Local Offer.
- 11.3. We are continually committed to developing our offer to meet the needs of *all* our students locally and review our curriculum offer on an annual basis in line with prospective student demand.

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