



Halesowen College

Special Education Needs and Disabilities Policy (SEND) (QT0027)

1. Introduction

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

- Education Act 1996
- SEN 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

2. Purpose

- 2.1 This policy details how Halesowen College will do its best to ensure that the necessary provision is made for any student 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 able to identify and provide for those students who have special educational needs to allow them to join in the activities of the College, together with those students who do not have special educational needs, so far as is reasonably practical and compatible with the child/young person receiving the special educational provision and the education of the students with whom they are educated.
- 2.2 The staff and Governors will endeavour to ensure that all SEN students 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 SEN students. Teaching and supporting these students is a whole College responsibility.
- 2.4 Halesowen College is committed to welcoming all students who meet the published entry requirements “reasonable adjustments” will be made, where necessary and where possible, to enable all students to access lessons, social environments and enrichment activities as freely as possible. Needs and adjustments will be considered on an individual basis.

3. Principles

3.1 Halesowen College aims to ensure that:

- There is a smooth transition at each transition stage for the student.
- All staff are trained to recognise the importance of early identification and of providing for SEN students whom they teach and support.
- All staff have access to information about the students' needs, which will enable them to meet those needs in the classroom.
- SEN students will have their needs met.
- The views of students and parents are sought and taken into account.
- SEN students are offered full access to a broad, balanced and relevant education, including a vocational curriculum.
- The College works in partnership with external agencies to meet the needs of the student.

3.2 In accordance with the Special Educational Needs and Disability Code of Practice 2014, Halesowen College will:

- Have a written SEN Policy, containing the information set out in the SEN Code of Practice, including the name of the person responsible for coordinating SEN provision and the Governor responsible for SEN.
- Screen all incoming students for SPLDs and literacy and numeracy and provide guidance and support, depending on the results, which will lead to higher achievement.
- Bring together the relevant information from the school, the student, external agencies and screening/assessment to plan the right support.
- Assess or request assessment for any student who is not achieving their expected grades, where appropriate.
- Inform the students' parents/carers that special educational provision is being made for them.
- Ensure that parents/carers have knowledge about the SEN 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 students who have SEN through inclusive, high quality teaching.
- Ensure that a student with SEN can participate in the activities of the College together with those who do not have SEN.
- 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 him/her, 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 students as having a Special Educational Need if they:-

- Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- Have a disability which prevents or hinders him/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.

5. Areas of Special Educational Need

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

Cognition and learning:

Children with learning needs may learn at a slower pace than other children 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)

Children 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)
- Attention Deficit Disorder (ADD)
- Attachment Disorder

Children 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.

Communication and interaction needs include:

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

Some children 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.

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 student's needs and ensure a successful transition into College life. Team members will visit the schools who have students planning to progress to College. Students who disclose at interview or subsequently will be invited to:

- A learning support interview
- Visit College for acclimatisation visit(s)
- Discuss their needs on enrolment

7. Admissions Policy

7.1 When a young person has expressed a preference for Halesowen College as an institution s/he 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 High Needs Group, which has the Principal and Deputy Principal in its membership.

8. Assessment of Support

Having brought 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, the information will be discussed with the student before admission or enrolment. The student 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:

- Statement
- 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 including note-takers
- Interpreters
- 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)

10. Referrals

The progress made by all students is regularly tracked and monitored on MIS system (STaRs).

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 student profiles and STaRs. Support is flexible and may be increased or reduced, depending on the holistic needs of students. Reductions are actioned to move the student towards more independent study habits, in anticipation of the next stage of their education or employment.

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 students who have SEN or a disability. 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 students with SEN and has contact with other agencies (such as mental health services (ie AMHS and specialist organisations)). There is a named person in the College with oversight of SEN provision to ensure the coordination of support.

13. Learner Voice

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

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

14. Parent/Carer Voice

Parents/carers of students 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
- Acclimatisation visits
- Enrolment interview
- Through contact with support staff
- Through Personal Coaches
- By telephone or e-mail contact at any time

15. The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEN Policy. The day-to-day management and organisation of SEN support is the responsibility of the Principal, Deputy Principal, Skills and Performance Director, Safeguarding and Inclusion Manager and SEND Coordinator. All governors, especially the SEN Governor, will ensure that they are up to date and knowledgeable about the College's SEN provision.

16. The Role of the Skills and Performance Director

The Skills and Performance Director will oversee and contribute to all policies and decisions which contribute to or impact upon the SEN 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 SEN Code of Practice 2014.

17. The Role of the Safeguarding and Inclusion Manager

The Safeguarding and Inclusion Manager will:-

- In collaboration with the Principal, Deputy Principal and Skills and Performance Director, will determine the strategic development of the SEN policy and provision at Halesowen College with the ultimate aim of raising the success rates of students with SEN.
- Manage the team of learning support assistants
- Provide appropriate information to promote inclusive teaching
- Liaise with and advise colleagues on all matters relating to SEN support
- Contribute to the continuing development and training of the College staff
- Oversee the review and maintenance of statements and records for all SEN students
- Formally assess the impact of the SEN policy through the annual Self-Assessment process.

18. The Role of the SEND Coordinator

The SEND coordinator will:

- Manage the work of Senior Learning Assistants
- Collate information for SEN students from school liaison visits
- Liaise with and advise colleagues on all matters relating to SEN
- Organise and maintain the records of all SEN students
- Liaise with parents/carers of SEN students
- Contribute to the continuing development and training of College staff
- Liaise with external agencies as relevant/appropriate to promote achievement in SEN students.

19. Working in Partnership with Students and Parents/Carers

19.1 The impact of any assessment and intervention will be influenced by the involvement and interest of the student and his/her parents/carers. Success for all is dependent on active and positive collaboration between parents/carers, student and College staff, supported when and where appropriate by other professionals and agencies.

19.2 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.

20. 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

21. Evaluating the Success of the SEN Policy

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

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

Reviewed/Approved/Updated	By	Date
Updated by	Jo Williams	29 July 2016
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Approved by CE		
Approved by Corporation		

APPENDIX 1

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