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**POLICY/PROCEDURE: SEND POLICY**


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Approval required by:	Executive	Y	Governing Body	Y
Senior Lead:	Vice Principal Students			
Responsible Manager:	Head of Department SEND			
Date approved:	May 2024			
Date to be reviewed:	May 2025			

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Relevant to:	Students	Y	Staff	Y
	Visitors	N	ITS	Y
Relevant to:	All students	Y		
	16-18 Vocational	Y	Sixth Form	Y
	Higher Education	Y	Adults	Y
	Apprenticeships	Y	14-16	Y
	Other	N	.....	
Relevant to:	All staff	Y		
	Board	Y	SPH	Y
	Managers	Y		
	Teaching staff	Y	Support staff	Y

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Accessible to	Students	Y	Staff	Y
Friendly version	Students	N	Staff	N

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EQIA required      Y

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**Significant changes to policy: Nil**

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**Impact of changes None**

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**SCOPE AND PURPOSE**

This policy outlines Barnsley College's commitment to meeting its statutory duties to learners with Special Educational Needs and Disability (SEND), and providing an inclusive, safe learning environment where learners with SEND can thrive. This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014.
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015).
- The Equality Act 2010.
- Keeping Children Safe in Education (DfE 2023).
- SEND and Alternative Provision Improvement Plan 2023.

This policy applies to all learners with special educational needs and disabilities, their parents/carers and staff.

## **GENERAL PRINCIPLES AND DEFINITIONS**

The college believe that all learners, regardless of any support needs should:

- Have a great time.
- Achieve their aims.
- Progress onto work or higher education (where appropriate).

The college takes its legislative responsibilities very seriously and seeks to go beyond what is required by law, putting learners with SEND at the heart of our planning and delivery. We are committed to offering an inclusive curriculum and supportive environment to ensure the best possible outcomes for learners with SEND.

The SEND Code of Practice states that learners have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.

The Equality Act (2010) defines 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”. Learners with a disability do not necessarily have SEND, but there is a significant overlap between disabled learners and those with SEND. Where a disabled learner requires special educational provision they will be covered by the SEND definition.

### **Learners with SEND**

#### **Pre-entry to College**

We encourage learners with SEND to disclose their need to the college at the earliest opportunity, so that appropriate support can be put in place in a timely manner. Opportunities for disclosure will be provided before, during and after application. The college will ensure that staff are available at open events to discuss what support is available, in addition to offering SEND specific events to those who would benefit from them.

Where the college is aware that a young person with an Education Health and Care Plan (EHCP) intends to apply to us, then a member of the Additional Learning Support (ALS) team will attend their annual review at school to aid transition, when invited by the school or Local Authority. Any applicant that declares SEND will be contacted by the ALS team to discuss what support is needed, including any support with their interview. Where applicable, the ALS team will also liaise with any external agencies involved with supporting the learner.

### **Transition into College**

Where appropriate, learners with SEND will be offered support with their transition into college. This will be agreed with the learner (and parent/carer/current school/education provider where applicable) and will be designed around the individual needs of the learner.

Where a learner has an EHCP, the transition plan should be agreed at the annual review in the year preceding the entry to college, however it may be appropriate in some circumstances for this to be agreed further in advance. The implementation of this transition plan may need negotiation with the Local Authority to ensure funding is available to meet the learner's needs.

### **Support while at College**

The college will provide the necessary support to enable any learner with SEND to access their programme of study in a way that they are not disadvantaged due to their SEND. We endeavour to meet need through careful planning and high-quality teaching and learning, and supplement this with other support strategies for those that need it.

Where additional support is needed, the ALS team will produce a support profile, which will inform all staff who work with the learner of the support needed and the strategies which will help them. Each learner will also agree Specific, Measurable, Achievable, Realistic and Timely (SMART) targets to be reviewed each term.

If a learner is based for part of their programme in a workplace (e.g. an apprenticeship, internship or work placement), then with the learner's permission the employer will be included in communication regarding support.

Additional learning support is intended to be flexible and creative in order to meet the needs of individual students. Support strategies are varied but can include:

- Access to in-class support.
- Adjustments to timetables and schedules.
- Communicators for hearing impaired learners.
- Meet and greet into college or from the bus/railway station.
- Lunchtime supervision.
- Note takers.
- Orientation.
- Personal care support.
- Access to ICT and assistive learning technology to develop study skills and promote independence; including loan of equipment.
- Assessment for access arrangements for examinations.

### **Identification of Support while on Programme**

Teachers, and other curriculum staff may, during their delivery, identify learners who are not making progress in the expected way. As part of their programme of interventions, they should consider if the learner could have undisclosed or undiagnosed SEND. If after discussion with the learner this is a possibility, then a referral to the ALS team should be made. Further assessment of need will then take place to establish what, if any, additional support can be offered.

### **Education, Health and Care Plan (EHCP) Reviews**

Learners with an EHCP will have their progress reviewed regularly throughout the year, with their plan being reviewed annually. Parents/carers will be kept informed at all stages, and all relevant professionals will be invited to the annual review. Preparation for Adulthood will form a key component of the EHCP outcomes agreed for all learners at the college.

### **14-16 Learners**

Learners with SEND who join the college full time in year 10 will have the same opportunities to disclose need and receive support as those who are studying post-16. Transition into the college will be coordinated in conjunction with the previous education provider and a support assessment will be completed as part of the application process. The college offers a different learning environment to mainstream schools, and a high level of support is offered to all learners regardless of their SEND.

Learners who are Electively Home Educated (EHE) and are applying to study part time at the college must declare support needs as part of the application process to ensure that appropriate support can be put in place. Where the learner has, or has previously had an EHCP, then the Local Authority should be involved before the learner enrolls.

### **Higher Education (HE) Learners**

HE learners who disclose a disability will be contacted by the Disability Adviser to discuss their needs and what support is necessary. The way that support within HE is accessed depends on the course type and method of study. It is advised that potential applicants contact the Disability Adviser to discuss their circumstances before application if they are concerned about how support will be delivered.

### **Partnership Working**

The college works in partnership with learners and their parents/carers, placing the learner's views, wishes and opinions at the centre of the process. We aim to provide appropriate levels of support to ensure the best outcomes for the learner alongside effectively preparing them for their next steps and adult life.

The college is committed to working collaboratively with local authorities and health professionals to put in place suitable arrangements for all young people with SEND. We encourage positive and timely communication from external partners regarding learners' needs, to enable us to meet and exceed our statutory duties.

The college also seeks to work in collaboration with schools and other education providers to ensure a smooth and effective transition for learners with SEND.

### **Access Arrangements for Assessments**

Where a learner has a substantial disadvantage in an assessment situation, they may be eligible for reasonable adjustments to be made. Any access arrangements that were in place in school do not carry over into college, therefore the learner will need to be re-assessed and any adjustments applied for. We advise that the learner request a copy of their Form 8 from school and provides that to the college (The Form 8 is the form that the education provider has to submit to Joint Council for Qualifications). This enables the ALS team to get a full understanding of the historical need for the arrangements and will speed up the new application process.

### **Continuous Professional Development (CPD)**

The college is committed to the CPD of all staff, and SEND training is a key priority. ALS staff are expected to have, or be working towards, relevant qualifications in learning support, and receive regular updating and input from local partner agencies, alongside role specific development. All college staff will have a programme of CPD relevant to their job role, which ensures that they understand their duties in relation to learners with SEND and are skilled and equipped to carry

them out. All staff will be supported to achieve 'SEND Promise' badges appropriate to their role and contribute towards the implementation of their departmental SEND Promise.

### **Reporting Concerns**

In line with the college's complaints procedure, learners are encouraged to resolve any issues/concerns informally before making a formal complaint. If a learner with SEND (or their parent/carer) need support with raising an issue/concern, either informally or formally, then this will be made available via the ALS team.

### **Staff Responsibilities**

The Deputy Principal Culture, Place and Communities is the Strategic Lead with oversight of SEND. The Assistant Principal Students is the operational lead for SEND, working closely with the Heads of ALS and Safeguarding. For 14-16 learners, the Direct Entry Programme Manager fulfils the role of SENCo. (See appendix A for detail of responsibilities).

### **EQUALITY AND DIVERSITY**

The EqIA for this policy is available on the college's intranet.

### **LINKED POLICIES AND PROCEDURES**

- Reasonable Adjustments and Access Arrangements.
- Data Protection Policy.
- Health and Safety Policy.
- Safeguarding Policy.
- Staff Development and Qualifications Policy.
- Tutorial Support Policy.

### **LOCATION AND ACCESS TO THIS POLICY**

This policy is available on the college's intranet.

## **APPENDIX A**

### **Roles and Responsibilities**

#### **The Governing Body will:**

- Have an awareness of the legal responsibilities relating to equality and the statutory duties on post-16 institutions as specified under section 41 of the Children and Families Act 2014.
- Ensure that there is a named Link Governor for SEND, and that they are able to carry out their duties, including accessing training.
- Ensure that the Link Governor completes a SEND link visit twice a year, reporting back to the board to confirm that the college is meeting its statutory duties to SEND learners, and making the necessary reasonable adjustments.
- Be fully involved in developing and monitoring the college's SEND Policy through the designated Link Governor for SEND.

#### **The Vice Principal Students will:**

- Provide strategic leadership for the college in all matters relating to SEND.

#### **The will:**

- Ensure that the Senior Management Team are up to date and knowledgeable about the college's SEND provision.
- Ensure that SEND provision is an integral part of the college self-assessment.
- Ensure that the quality of SEND provision is continually monitored, and any concerns are addressed as a matter of urgency.
- Ensure that the SEND curriculum offer is included in all relevant marketing (such as college prospectus and website), and is part of the Local Offer for Barnsley and neighbouring authorities.
- Ensure that all staff receive training on their responsibilities under the Equality Act.
- Ensure that all staff are aware of this policy and the demands it places on them.
- Ensure that data is available and analysed as part of equality monitoring.

#### **The Head of ALS will:**

- Support SMT to ensure that this policy is effectively implemented.
- Create and implement effective systems and procedures for the recording and delivering of ALS across the college.
- Create and implement effective processes for the identification of SEND and referral for support.
- Ensure that the delivery of support across the college is outstanding.
- Work with schools, colleges, local authorities and HE institutions to ensure effective transition between stages of education.
- Work with the examinations team to ensure that effective processes are in place regarding Exam Access Arrangements.
- Ensure that statutory duties regarding EHCP processes are adhered to.

**Heads of Department will:**

- Develop a curriculum that meets the needs of learners, including those with SEND.
- Allocate resource to enable reasonable adjustments to be made to meet the needs of learners who have a disability.
- Allocate resource to enable effective support to be implemented for learners with SEND who do not need ongoing support from the ALS team.
- Ensure that there is a departmental CPD plan which develops the understanding of SEND and equips staff for their role in relation to learners with SEND.
- Monitor the quality of provision to learners with SEND within their department, and their progress.

**Curriculum delivery staff will:**

- Deliver a differentiated curriculum enabling all learners to make progress.
- Promote an inclusive atmosphere within the teaching space.
- Ensure any materials used are accessible to all learners.
- Ensure SEND learners are not disadvantaged by the teaching or assessment methods.
- Adapt delivery style and assessment methods to meet the needs of individual learners.
- Monitor the progress of learners.
- Maintain effective working links with the ALS team, ensuring any learning based reasonable adjustments needed have been implemented.
- Work in collaboration with any support staff who are allocated to learners in their classes.
- Undertake CPD that supports the development of their knowledge and understanding of SEND.

**Learners will:**

- Take responsibility for disclosing their needs at the earliest possible opportunity.
- Attend support meetings and reviews.
- Act on agreed support strategies.
- Inform the college of any changes to need.