

Reference Number: P80

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY (SEND)



Policy Review					
Author/Owner	Position	Approved by: Signature:	Approval Date	Review Cycle Review Date	Published on Website Y/N
Donna Sort	VP Quality of Education		SMT: 29/9/23 Corp: 12/10/23	Annually April	Y

Document Control – Revision History (Policies only)					
Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Version	Recommend to SED Y/N
Donna Short	New Policy	1/9/23		v1	

Initial Equality Impact Screening					
<b>Has anyone else been consulted on this policy and/or procedure?</b>					
<b>What evidence has been used for this impact screening (e.g. related policies, publications)?</b>					
<b>Declaration (please tick one statement and indicate any negative impacts)</b>					
<p>X I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.</p> <p>I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Age</li> <li><input type="checkbox"/> Disability</li> <li><input type="checkbox"/> Gender Reassignment</li> <li><input type="checkbox"/> Race</li> <li><input type="checkbox"/> Religion or belief</li> <li><input type="checkbox"/> Sex</li> <li><input type="checkbox"/> Sexual orientation</li> <li><input type="checkbox"/> Marriage &amp; civil partnership</li> <li><input type="checkbox"/> Pregnancy &amp; maternity</li> </ul>					
<b>Completed by:</b>	Donna Short	<b>Position:</b>	VP Q&E	<b>Date:</b>	12/10/23
Reviewed by Equality & Diversity Group: NO <span style="float: right;">If Yes: Date:</span>					
I confirm that any recommended amendments have been made					
<b>Summary of Comments including Recommendations from Equality &amp; Diversity Group Review:</b>					
New policy in line with current legislation and guidance around SEND and has been developed in line with the SENCo using the SEN code of practice. Language is accessible to all and does not discriminate.					
<b>Amended by Author:</b>		<b>Position:</b>		<b>Date:</b>	

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## **1. INTRODUCTION**

- 1.1 Yeovil College is committed to creating an inclusive environment, where young people are treated with respect and dignity and where we anticipate and respond positively to different needs and circumstances of learners.
- 1.2 This policy builds on our belief that all students are entitled to a balanced, broadly based curriculum and our commitment to include students of all backgrounds, abilities and needs in mainstream education where practically possible and within the spirit of efficient use of resources and funding. Each of our students are unique, we aim to recognise the strengths and areas development of all students, and appropriately support learners to achieve their full potential.
- 1.3 The college acknowledge that high standards and expectations of all students is crucial to enhance personal and academic progress for all students, including those with special educational needs (SEN). Therefore, additional provision for students with learning, communication, physical, sensory, emotional, or mental health needs is balanced with appropriate challenge to reach longer term outcomes and opposes a sympathetic acceptance of low achievement.
- 1.4 The college aim to demonstrate that all students are capable of excellence in relation to individual circumstances. The importance of enhancing positive self-esteem is also recognised, which allows opportunities for increased engagement, social development, and achievement.

## **2. SCOPE**

2.1 We believe in equal opportunities for all students and therefore the aims of this policy are in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)<sup>1</sup>, Equality Act 2010<sup>2</sup> and Children and Families Act 2014<sup>3</sup>.

2.2 The policy aims to:

- a. Ensure the Equality Act 2010 duties for pupils with disabilities are met;

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<sup>1</sup> [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>2</sup> [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)

<sup>3</sup> [Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)

- b. To enable pupils with special educational needs to have their needs met;
- c. Promote a culture of inclusion valuing high quality teaching for all learners.
- d. Ensure that all learners have the opportunity to thrive by delivering high quality delivery.
- e. Implement reasonable adjustments wherever possible so as not to disadvantage disabled students in relation to admission and learning.
- f. Ensure that students with SEND engage as fully as practicable in the activities of the college alongside students who do not have SEND.
- g. Employ a collaborative approach with learners with SEND, their families, staff within college and other external agencies including those from Health and Social Care;
- h. Make efficient and effective use of college resources to enhance the learner experience.

### **3. DEFINITION OF SEND**

3.1 Pupils have special educational needs if they have a learning difficulty or disability which requires special education provision to be provided for them, namely provision which is 'additional to or different from' that normally available in a differentiated curriculum. Yeovil college regards pupils as having a SEND if they:

- a. Have a significantly greater difficulty in learning than the majority of pupils of the same age, or
- b. Have a disability which prevents or hinders a learner from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.
- c. Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3.2 Yeovil College will have regard to the SEND Code of Practice 2015 when carrying out its duties towards learners with SEND and ensure that parents/carers are informed by the college that SEND provision is being made for their child.

3.3 There may be times in a learner's college journey when they are identified as having a SEND. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on

an ongoing basis or for a limited time. Pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **3.4 Areas of Special Educational Need**

Under the SEND Code of Practice 2015 learners identified as having a SEND will be considered within one or more of the following categories of need:

#### **3.4.1 Cognition and Learning**

Young people with learning needs may learn at a slower pace than their peers 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.

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.”- SEND Code of Practice: 0-25 years, 2015

“Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.” - SEND Code of Practice: 0-25 years, 2015, p98.

#### **3.4.2 Social, Emotional and Mental Health Difficulties**

“Children and young people 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 or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” - SEND Code of Practice: 0-25 years, 2015

#### **3.4.3 Communication and Interaction Needs**

“Children and young people 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 they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.” - SEND Code of Practice: 0-25 years, 2015.

“Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others” - SEND Code of Practice: 0-25 years, 2015.

#### **3.4.4 Sensory and/or Physical Needs**

“Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.” - SEND Code of Practice: 0-25 years, 2015

“Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.” - SEND Code of Practice: 0-25 years, 2015

### **3.5 Our Approach to SEND**

#### **3.5.1 Applications and Enrolment**

- a. Learners who are in receipt of an Education, Health and Care plan (EHCP) will be referred to the college in the first instance by the Local Authority (LA). The Special Educational Needs Coordinator (SENCo) will then consult with LA following the guidance as outlined in the SEND Code of Practice 2015. This is to ensure that the specific learning needs of the young person can be met by the college and to plan, where required, an appropriate transition.

- b. For those learners with SEND but who are not in receipt of an EHCP, the college requests information in relation to their learning difficulties. This will then trigger a discussion between the learner and the SEND department. We will also endeavour to obtain further information from the current education setting (if applicable). By adopting this approach, the college will be able to start gathering relevant information around required support.
- c. Once a place has been offered to the learner, extended transitions may be offered if required. These may include:
  - Taster days
  - Specialist transition sessions
  - Meeting with parents/carers
  - Meetings with external agencies
  - Conversations/meetings with current education setting

### **3.6 Early Concerns**

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teaching staff, learners, parents/carers or other agencies are addressed by appropriate differentiation and high-quality teaching within the classroom and a record is kept of strategies used. This is known as Universal Provision and can be used in later discussions if concerns persist.

### **3.7 How we Identify and Support Pupils with SEND**

3.7.1 All learners' attainment and achievements are monitored by their teaching staff who are required to provide high quality teaching and learning opportunities differentiated for individual learners. Where a learner is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the teacher. Adequate progress could:

- Be similar to that of their peers;
- Match or better the learner's previous rate of progress;
- Close the attainment gap between the learner and their peers;
- Prevent the attainment gap growing wider.

- 3.7.2 Where pupils continue to make inadequate progress despite support and high-quality teaching, the teacher will complete a 'SEND Concern' form and will work with the college SENCo to assess if a learner has a significant learning difficulty and agree appropriate support.
- 3.7.3 In some cases, it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the learner and their parents/carers.
- 3.7.4 When considering whether a learner has a special educational need, any of the following may be evident:
- a. Makes little or no progress even when teaching approaches are targeted particularly in a learner's identified area of weakness;
  - b. Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in other teaching areas;
  - c. Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
  - d. Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum.
  - e. Has emotional difficulties which substantially and regularly interfere with the learner's own learning or that of the class groups, despite having an individualised and targeted support programme;
  - f. Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
  - g. Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

It is important to note that slow progress and low attainment will not automatically mean that a learner is recorded as having Special Educational Needs.

### **3.8 SEND Support - Assess, Plan, Do, Review**

- 3.8.1 Where a learner is identified as having SEND, we will seek to take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. SEND Support will take the



form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what support they require in order to make good progress and secure good outcomes. We will adopt a graduated response to SEND Support: 'Assess, Plan, Do, Review'. Learners and their parents/carers will be formally notified by letter when it is decided to provide a pupil with SEND Support (although parents/carers should have already been involved in the assessment process).

- 3.8.2 For all learners with special educational needs the cycle of 'Assess, Plan, Do and Review' will be adhered to and progress will be discussed at the end of each term with the learner's teacher and/or the college SENCo.

### The Graduated Approach to SEND Support

<b>Assess</b>	<p>In identifying a learner as needing SEND support, the teacher, working with the SENCo, should carry out a clear analysis of the learner's needs. This should draw on the teacher's assessment and experience of the learner, their previous progress and attainment and, wherever possible, information gathered from previous educational settings.</p> <p>The learner's development in comparison to their peers and national data (where applicable) should also be considered along with the learner's views, their parent's/carer's views and experience and, if relevant, advice from external support services.</p> <p>This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the learner responds to an intervention.</p>
<b>Plan</b>	<p>A SEND Support plan will be written which will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required above those offered within Universal Provision. A copy of this will also be uploaded to ProMonitor.</p> <p>The support and intervention provided will be selected to meet the outcomes identified for the learner, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.</p> <p>Where appropriate, the SEND support plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.</p>
<b>Do</b>	<p>The teacher remains responsible for working with the learner on a daily basis and will oversee the implementation of the SEND support plan within the classroom.</p> <p>The SENCo will support the teacher in the further assessment of the learner's needs, in problem solving and advising on the effective implementation of support. Additionally, the SENCo will liaise with teaching staff regarding the implementation of any recommendations advised by external agencies.</p>
<b>Review</b>	<p>There will be a review of the SEND Support plan at the end of every term. This review will evaluate the impact and quality of the support and interventions and include the views of the learner and their parents/carers. Where appropriate other agencies will be asked to contribute to this review. The SENCo or Assistant SENCo may also attend these meetings.</p> <p>Where a learner has complex needs involving more than one agency, it will depend on the learner's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.</p> <p>This review will feed back into the analysis of the learner's needs, then the teacher, working with the SENCo will revise the support in light of the learner's progress and development, with decisions on any changes made in consultation with the learner and their parents/carers.</p> <p>Where there is a sustained period of insufficient or no progress, the college may decide to gain involvement and advice from a specialist or external agency. The college will consult with the learner and their parents/carers before involving a specialist or external agency. As a college, we do not have anyone qualified to carry out an official Dyslexia diagnosis; this would have to be pursued privately by parents/carers.</p>

### 3.9 **Exit Criteria**

When a learner has made sufficient progress in their area of need so that they no longer require any provision that is 'different from or additional to' that which is normally available as part of high quality and differentiated teaching then they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with the learner and their parents/carers, the learner will be removed from the college's SEND register. Learners removed from the SEND register will have a Learner Passport uploaded to ProMonitor which will outline their unique learning style.

### 3.10 **Statutory Assessment of Needs**

3.10.1 Where, despite the college having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the learner, the young person has not made expected progress, the college or the learner and their parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the SEND Support plan will help the Local Authority (LA) in determining whether a statutory assessment of needs is required. If the Local Authority refuses to make an assessment, parents/carers have a right of appeal to Tribunal (Health, Education and Social Care Chamber). Yeovil College does not have this right of appeal.

3.10.2 Where a pupil has an Education Health and Care Plan (EHCP), the LA must review the plan every twelve months as a minimum. Yeovil College must co-operate with the LA in the review process. As part of the review, the LA can ask the college to convene and hold the annual review meeting on its behalf.

### 3.11 **Preparation for Progression**

Students with SEND requirements are signposted to the College Careers team for Information, Advice and Guidance (IAG). Careers Advice is available to all students.

### 3.12 **Higher Education and Learning Support**

3.12.1 EHCPs do not extend to university-level provision. Learners over 19 years who apply for an OfS-fundable Higher Education courses can apply for a Disabled Students' Allowance (DSA) via Student Finance England.

3.12.2 If a learner has a specific learning disability, i.e. dyslexia, they may be eligible to apply for DSA in order to help with additional costs of studying in Higher Education.

3.12.3 To be eligible, the learner will have to submit evidence of their disability and any award or decline of support will be the decision of the DSA and Student Finance England.

3.12.4 The HE Disability Support for Students Policy outlines in more detail the learning support available for students studying at Yeovil College University Centre.

### 3.13 **Role of the SENCo**

3.13.1 Where a learner is in receipt of an EHCP and resides in Somerset, it is the responsibility of Somerset County Council to consult with the college regarding provision detailed in the learner's EHC plan. For those learners living outside of Somerset, responsibility will sit with their Local Authority.

3.13.2 Liaising with Local Authority, parents/carers and other professionals in connection with a learner's SEND needs is the responsibility of the college SENCo.

3.13.3 The college SENCo will:

- a. play a key role in helping to determine the strategic development of the SEND policy and provision in the college to raise the achievement of students with SEND;
- b. take day-to-day responsibility for the operation of the SEND Policy and co-ordination
  - a. of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services;
- c. have overall responsibility for the day-to-day provision of the SEND Support and the implementation of the SEND Policy;
- d. support staff to understand their responsibilities to young people with SEND and the college's approach to identifying and meeting SEND needs;
- e. provide related professional guidance to colleagues with the aim of securing high
  - a. quality teaching for students with SEND. This will include the organising of any training needs;
- f. ensure that teachers are given any necessary information relating to a young person's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;

- g. co-ordinate and monitor targeted provision for young people with SEND, including those in receipt of an EHCP;
- h. be responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs;
- i. be responsible for monitoring and evaluating the impact of the SEND provision. The
  - a. monitoring will include the analysis of the attendance and achievement data by SEND cohort as well as the more specific monitoring of bespoke interventions;
  - j. Ensuring, wherever possible, liaison with other educational settings when a student with SEND transfers;
  - k. Attending transition meetings to ensure information is successfully shared prior to enrolment;
  - l. Supporting students with SEMH needs through liaison with the Head of Student Experience.

### 3.14 **All Teachers are Responsible for Helping to Meet a Student's Needs**

(Irrespective of any specialist qualifications or expertise).

All staff are expected to understand this policy so that the College can identify, assess and make provision to meet those needs.

### 3.15 **Preparation for Progression**

Students with SEND are signposted to the College Careers team for Information, Advice and Guidance (IAG). Careers advice is available to all students.

### 3.16 **Withdrawal**

3.16.1 Yeovil College takes every step to support learners in order to enable them to make progress on their chosen course and in preparation for their next step. However, on occasion, a learner may be identified who will not thrive in the Yeovil College environment. In this situation, the learner will be monitored and supported as far as possible by their teachers and the SEND Department. If the concern continues and/or the learner's happiness and wellbeing is compromised, then a decision will be taken as to whether the college can provide the most appropriate learning environment for the learner and if the college is able to meet their individual needs. Parents will always be involved in this process.

- 3.16.2 Teaching staff should document concerns about the learner and ensure that these concerns are shared with the college SENCo and/or Head of Student Services who will update Promonitor with agreed interventions.
- 3.16.3 Parents/carers should be informed of the concern as soon as possible.
- 3.16.4 The SEND Department and/or student support will seek to provide a plan of support to help the learner to succeed. If the learner continues to struggle, despite support, a further meeting will be arranged with the learner and parents/carers.
- 3.16.5 At the meeting, it may be decided that an alternative course choice should be considered.
- 3.16.6 If the college considers that it is still unable to accommodate a learner's needs, despite making reasonable adjustments or following consideration of other options, then it may be deemed necessary to refer the learner to outside agencies in order to identify alternative learning options.

### **3.17 Monitor & Review**

This policy will be reviewed annually.

## **4. RELATED POLICIES, PROCEDURES, DOCUMENTS**

- HE Disability Support for Students Policy
- Health Wellbeing Fitness to Study Policy
- Safeguarding and Prevent Procedure
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362282/SEND_code_of_practice_0_to_25_years.pdf)
- [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/151/section/19)
- [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/12/section/10)