

Special Education Needs/and or Disability (SEND)

Review

Formal Review Cycle	Annually		
Latest Formal Review (date)	January 2020	Next Formal Review Due	April 2021
Policy Owner	Michael Hall		
Policy Author	Michael Hall		

Approvals

Board of Corp Y/N	N	Committee		Date Board approved	
SLT Y/N	Y	SLT date approved	22 April 2020	Additional committee	EDI

Publication

Website Y/N	N	Intranet Y/N	N	Student VLE Y/N	N	Other	
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Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by

Special Education Needs and/or Disability (SEND)

1. Policy Statement

- 1.1 This Policy is the Special Education Needs and Disability (SEND) Policy of City of Sunderland College, trading as Education Partnership North East (which includes Sunderland College, Hartlepool Sixth Form College and Northumberland College). These colleges will be referred to as “the College” throughout this document.
- 1.2 The College is committed to ensuring that SEND policy aims to set out how the College will support and make provision for students with special education needs (SEND).
- 1.3 This policy will be reviewed annually by the Strategic Lead for SEND and Senior Leadership Team to ensure ways of working in the College are accurately reflected to the SEND Code of Practice.
- 1.4 This policy will be communicated to all relevant staff and is available on the College Intranet/ Alfresco.

2. Scope

2.1 This Policy will explain the roles and responsibilities of everyone involved in providing for students with SEND.

3. Aims of the Policy/Underpinning Principles

The College will:

- 3.1 fully recognise and accepts the responsibility it has regarding provision for SEND students.
- 3.2 deliver an accessible curriculum for all students, ensuring high quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students, adapting resources and staffing.
- 3.3 ensure appropriate methods of assessment are in place for identifying students with SEND and assessing their needs.
- 3.4 consult and involve students and parents at the earliest opportunity when identifying whether they need special education provision.
- 3.5 follow the Graduated Approach and four part cycle of “assess, plan, do and review” when assessing and reviewing students’ progress towards outcomes.
- 3.6 ensure that all students with SEND will have the opportunity to develop their skills for independent learning.
- 3.7 after receiving their annual funding allocation will set aside an envelope of funding for Learning Support which is allocated based on key requirements.
 - 3.7.1 Students with an EHCP and are classed as High Needs.
 - 3.7.2 Students who have EHCP or SEND plans and are not classed as High Need.
 - 3.7.3 Students who have a diagnosed Learning Difficulty and/or disability or medical condition.

3.7.4 Students who have low attainment levels and would benefit from support.

3.8 provide a dedicated Learning Support team with the appropriate expertise and training to support the learning of students with SEND.

3.9 provide an established resource bank of specialist assistive technology.

3.10 ensure appropriate processes are in place and share information with other settings that the student is moving to or preparing for adulthood. We will agree with parents and students which information will be shared as part of this.

3.11 ensure appropriate methods of evaluating the effectiveness of SEND provision are in place.

3.12 estates department that the learning environment is accessible, maintained and appropriate to the needs of students with SEND.

4. Responsibilities

4.1 College Governors

- Consider and approve the College's Special Education Need and/or Disability (SEND) policy.
- Receive and consider bi-annual SEND Report of how the College and its staff have complied with the principle of the policy.
- Fulfil their statutory duties and understand how these duties have been discharged through the cycle of business and relevant sub committees.
- Have in place a designated Governor who is responsible for liaising with the Strategic Lead for SEND over matters regarding SEND.

4.2 Lead Governor for SEND

- Ensure the College has procedures and policies which are consistent with Government legislation for SEND
- Liaise with the Strategic Lead for SEND over matters regarding SEND including all relevant policies and procedures including reference to SEND.
- Carry out bi-annual walk through of the College's SEND provision and produce a SEND report for the governing body of the College.

4.3 Strategic Lead for SEND

- Be a single point of contact for SEND
- Ensures standardisation and parity between areas of SEND practice and policy
- Report bi-annually to the Board of Governors regarding the appropriate policies and procedures and provide statistical analysis of SEND achievement and retention.
- For liaising with the local authorities and/or partner agencies for SEND.

4.4 Senior Leadership Team

- Ensure development of a continuum of high-quality local provision to meet the needs of young people with SEND
- Promote positive SEND procedures and practices so that all SEND students feel fully inclusive within the college environment.

4.5 Faculty Directors/Curriculum Managers/Academic Staff

- Promote a fully inclusive learning environment for all SEND students
- Offer an accessible curriculum with appropriate industrial placements and work experience for SEND students.
- Remove barriers to learning and provide high quality teaching
- Differentiate the curriculum to ensure all students are able to access it.
- Work closely with any learning mentors, specialist support lecturers or specialist staff (e.g. Speech Language Therapist) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with Learning Support, Personal Development team assessing and reviewing students' progress towards outcomes following the Graduated Approach and the four part assess, plan, do and review.
- Participate in the reviews for students with statements of SEND or EHC plans
- Ensure no students with SEND are excluded from taking part in extra - curricular activities and college visits.
- Where appropriate work with external agencies (e.g. Social Care, Health, Local Authorities and voluntary sector organisations to support students with SEND and their families

4.6 Learning Support

- Ensure a wide range of specialist support is available for students with SEND.
- Collate information on disability and or learning difficulty via Education Health Care Plans or from individual learner declarations and distribute relevant information accordingly and within an appropriate timescale for adjustments to be made to all Curriculum Departments
- Ensure the students, parents and carers and curriculum departments are fully involved in the assessment process.
- Monitor assessment methods regularly to ensure that they are effective and that they do not discriminate against any individuals with protected characteristics
- Work with curriculum departments and Personal Development team in assessing and reviewing students' progress towards outcomes following the Graduated Approach and the four part "assess, plan, do and review".
- Build in resilience for students with SEND, and allow for independent learning.
- Work with the Student President and Student Council to ensure the voice of SEND students is evident
- Hold annual reviews for students with statements of SEND or EHC plans
- Ensure no students with SEND are excluded from taking part in extra - curricular activities and college visits.
- Where appropriate work with external agencies (e.g. Social Care, Health, Local Authorities and voluntary sector organisations to support students with SEND and their families.

- Ensure staff within learning support have the appropriate expertise and training to support learning of students with SEND.

4.7 Quality, Teaching Learning Assessment

- Act as a key contact for the quality of all SEND provision across the College.

5 Implementation

- Failure to implement the SEND policy, the College could face legal action over failing to exercise its duties under the Special Educational Needs and Disability (SEND) Code of Practice (2014) and the Equality and Diversity Act.

6 Associated Documents

- Fitness to Study Procedure
- E & D Policy
- Child Protection & Safeguarding Policy
- Mental Health Policy
- Personal/ Intimate Care Procedure
- Positive Handling Policy
- Safe Touch Procedure
- Administration of Medicines
- Moving Assisting Procedure
- Exams Policy

7 Policy Monitoring and Review

- *To be reviewed annually*

8 Equality Impact Assessment

(Consider whether the policy or procedures may disproportionately impact any group.)

Have you sought consultation on this policy?		Learning Support Directions Department Northumberland College E&D Committee		
Details:				
Could a particular group be affected (negatively or positively)?	Impact Y/N	Description of Impact	Evidence	Mitigation/ Justification
Protected characteristics under the Equality Act 2010				
Age	N			
Disability	N			
Gender Reassignment	N			

Marriage and Civil Partnership	N			
Pregnancy and maternity	N			
Race	N			
Religion or belief	N			
Sex	N			
Sexual Orientation				
Additional characteristics to consider				
Young Persons in Care & Care Leavers	N			
Young Carers & Care Givers	N			
Young Parents	N			
Youth Offenders	N			
Those Receiving Free School Meals	N			
If there is no impact, please explain:				