

BHASVIC

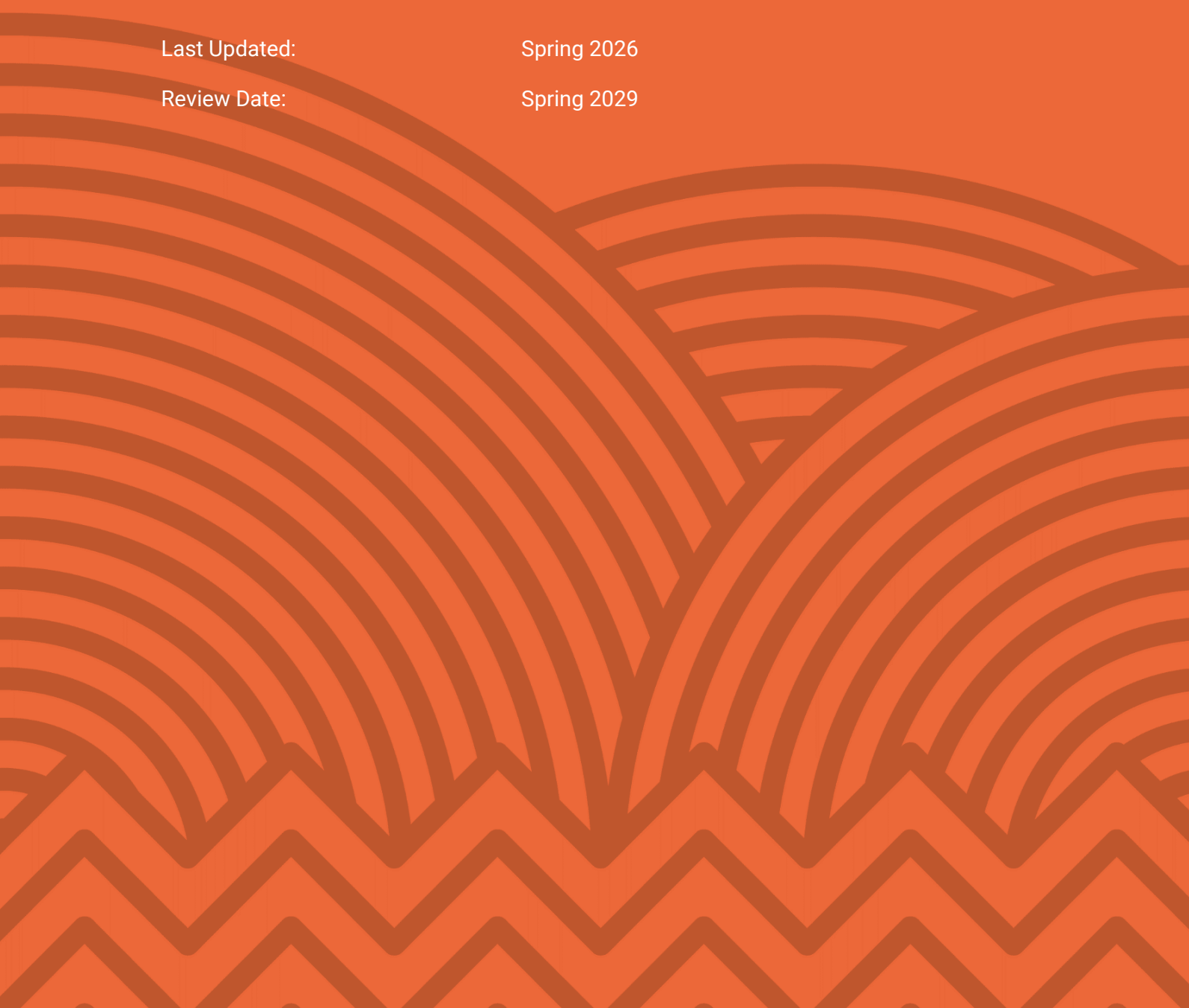
Special Educational Needs and Disabilities (SEND) Policy

Last Updated:

Spring 2026

Review Date:

Spring 2029





SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

1. Policy Statement

BHASVIC is committed to equality of opportunity for all learners and an inclusive curriculum that enables the best possible progress and outcomes. We recognise that meeting SEND is a whole-college responsibility.

This policy is informed by: the Children and Families Act 2014; the Special Educational Needs and Disability (SEND) Code of Practice 0–25 years (2015, updated 2024); the Equality Act 2010, including the Public Sector Equality Duty.

Our statutory duties (post-16)

- Use our best endeavours to secure special educational provision (Children and Families Act 2014, s66).
- Consult with the Local Authority about enrolling a student and meeting needs where BHASVIC is named in an EHC plan (Children and Families Act 2014, s43).
- Make reasonable adjustments and comply with the Public Sector Equality Duty (Equality Act 2010).
- Have regard to the SEND Code of Practice 0–25 (2015, updated 2024).

2. Policy Scope

This policy applies to all state-funded learners enrolled on daytime study programmes and all BHASVIC staff and volunteers. It may be used as a reference for Adult Evening Languages provision.

3. Policy Aims

- a) Identify SEND promptly and meet needs through high-quality teaching and targeted support.
- b) Ensure access to the full curriculum, facilities and wider activities.
- c) Support all learners to achieve ambitious outcomes, including Preparing for Adulthood goals.
- d) Involve learners (and where appropriate parents/carers) in decisions; seek the learner's consent to share information.
- e) Work effectively with external agencies and the Local Authority (including the Local Offer).

4. Special Educational Needs – Definition

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A disability is a physical or mental impairment with a long-term and substantial adverse effect on normal day-to-day activities (Equality Act 2010). Not all disabled learners have SEN and vice versa.

5. Roles and Responsibilities

SENDCo and Deputy SENDCo

- Identify needs; coordinate provision; monitor impact; secure services where necessary.

- Maintain accurate records and share information appropriately.
- Promote inclusion and access; lead ALS quality processes; develop SEND policy and procedures.
- Lead the college's Additional Learning Support Department, team and student provision
- Advise and train staff on inclusive practice and reasonable adjustments.

ALS teachers & Learning Support Assistants

- Know and apply college procedures for identification, assessment and provision.
- Provide effective in-class/1:1 support and feed back on strategies that work.

Curriculum teachers and Personal Tutors

- Deliver high-quality, inclusive teaching and curriculum adaptations.
- Liaise with ALS staff to plan and review support; communicate with parents/carers appropriately.
- Provide timely written and oral feedback on progress as required by college systems.

Exams Manager

- Liaise with ALS staff to ensure all Exams Access Arrangements are in place for relevant students.
- Ensure the college is compliant with all JCQ and Ofqual policy in relation to examination processes and procedures for SEND students.

Deputy Principal

- Ensure SEND policy and procedures are up to date and implemented; allocate resources and training.
- Quality assure and review SEND as part of the college quality cycle.

Principal

- Ensure the college meets its statutory duties and the aims (outlined above) of this policy.
- Ensure the college culture is conducive to students with SEND.

Governing Body

- Maintain appropriate policies; ensure SEND is embedded in ethos and practice; appoint a SEND link governor (who provides assurance updates to the Quality and Curriculum Committee).

6. SEN Support: the graduated approach (Assess–Plan–Do–Review)

On entry and throughout study, teachers, ALS staff and the SENDCo use assessment to identify needs early across the four broad areas. We co-produce targets and provision, implement agreed strategies, and review impact at least termly, adjusting support to evidence of progress.

7. EHC plans and annual reviews

Where a learner has an Education, Health and Care (EHC) plan, BHASVIC works with the Local Authority to review the plan at least annually. The college coordinates reports, holds a person-centred review meeting and returns documentation to enable the LA to issue its decision within four weeks of the meeting, in line with statutory timescales. Transition planning and Preparing for Adulthood outcomes are central to reviews.

8. Reasonable adjustments and inclusive practice

We embed inclusive teaching, provide accessible materials and environments, and make individual reasonable adjustments (for example, assistive technology, alternative formats, adjustments to assessments, placements and visits) to avoid substantial disadvantage to disabled learners.

9. Exams and assessments (JCQ Access Arrangements)

For external assessments we follow the JCQ Access Arrangements and Reasonable Adjustments (AARA) 2025/26. Applications are based on evidence of need and normal way of working, and are made within published deadlines.

10. Consent, capacity and information sharing (16–19)

From the end of compulsory school age, the right to make requests and decisions under the Children and Families Act transfers to the young person. At 16, individuals are presumed to have capacity under the Mental Capacity Act 2005. We seek the learner's consent to share information unless there is a safeguarding concern. All processing complies with UK GDPR and the Data Protection Act 2018.

11. Local Offer and Preparing for Adulthood

We contribute up-to-date information to the Local Offer and align study programmes and support to the four Preparing for Adulthood outcomes: employment, independent living, community inclusion and health, including impartial careers guidance (to age 25 for learners with EHC plans) and supported transitions to HE, apprenticeships or employment.

12. Monitoring, student voice and review

We evaluate SEND provision through the college self-assessment and quality improvement process, student voice activities, parent/carer feedback, governor scrutiny and external inspection. The policy will be reviewed in Spring 2029 or earlier if legislation changes.

Related Documents

College Policies

- Admissions Policy
- Equality and Diversity Policy
- Exams & External Assessments Policy & Procedures
- Governor Links Policy
- Health & Safety Policy
- Medical Conditions Policy
- Safeguarding and Child Protection Policy and Procedures
- The Student College Contract

Government Legislation

- Equality Act
- JCQ – all relevant guidance in relation to exams, special consideration, etc.
- SEND Code of Practice
- The Children and Families Act