

# BHASVIC

## SEND Policy

**Last Updated: July 2019**

**Review Date: July 2021**



## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

### 1. Policy Statement

- 1.1. BHASVIC is fully committed to providing equality of opportunity for all of our learners and inclusive learning is a fundamental part of our vision.
- 1.2. BHASVIC welcomes learners with learning difficulties and disabilities and seeks to provide all learners with appropriate, individually tailored support. For learners with significant support needs we will develop person-centred support plans in conjunction with the Additional Learning Support Team and/ or Guidance Team and other partner agencies where appropriate.
- 1.3. As a part of this commitment the Additional Learning Support Team aims to accurately identify, assess and provide strategies to enable staff to meet the needs of these learners.
- 1.4. We recognise that meeting SEND is a 'whole College responsibility'. This means that whilst the Additional Learning Support team identifies, assesses and can provide tailored support for learners, the provision for the learner is the responsibility of all staff.
- 1.5. BHASVIC is committed to offering an inclusive curriculum that aims to achieve the best possible progress and outcomes for all of our learners whatever their learning needs or disability.
- 1.6. The SEND Code of Practice (2014) defines a 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*".
- 1.7. It is important to remember that not all learners with disabilities have SEN and not all learners with SEN meet the definition of 'disability' but this policy covers all of these learners.
- 1.8. As a college serving learners aged between 16-19 years, we feel it is particularly important that:
  - The views, wishes and feelings of the learner are listened to and respected.
  - The learner's parents'/carers' views, wishes and feelings are taken into consideration, where appropriate.
  - We provide support for the learner in order for them to achieve the best possible educational outcomes.
- 1.9. This document sets out how this will be achieved and is informed by the following legislation and statutory framework:
  - The SEND Code of Practice: 0-25 years (2014),
  - The Children and Families Act (2014) and the Equality Act (2010).
  - The Equality Act (EA) requires institutions to make "*reasonable adjustments*". This means putting things into place to make it easier for learners with disabilities and special educational needs (SEN) to prevent them from being placed at a substantial disadvantage.

- 1.10. Our duty is to ensure that this is anticipatory – we will endeavour to create a culture whereby thought is given in advance to what adjustments might be needed in order to prevent that disadvantage.
- 1.11. The Children and Families Act (2014) states that the College has *“a duty to admit a young person if the institution is named on an Educational Health and Care (EHC) plan following consultation with the Institution”* provided that young person’s *‘age, ability, aptitude or SEN’* does not make it *“incompatible with the efficient use of resources of the efficient education of others.”*
- 1.12. We are firmly committed to an inclusive approach for all learners, provided the learner meets our published Entry Criteria and follows our Admissions Protocols.

## **2. Policy Scope**

- 2.1. This policy applies to all staff at the College, plus any agency/casual staff and any workers at the college who are here on a voluntary basis.
- 2.2. The SEND Policy, Procedures and Guidelines should be in writing and be clear, known and understood by all College Staff.

## **3. Policy Aims**

- 3.1. The specific objectives of this SEND policy are as follows:
- 3.2. To ensure that learners with special educational needs and disabilities are promptly identified and that their specific learning needs are met.
- 3.3. To ensure that learners with special educational needs and disabilities have access to all of activities at College.
- 3.4. To ensure that all learners make the best possible progress and achieve the best possible outcomes.
- 3.5. Where appropriate, to ensure parents/ carers are informed of their child’s special educational needs and to establish effective communication between parents/ carers and the College.
- 3.6. To ensure that learners are given opportunities to express their view and are fully involved in decisions which affect their education.
- 3.7. To promote effective partnership and involve outside agencies where appropriate.

## **4. Special Educational Needs – Definition**

- 4.1. The Children and Families Act 2014 defines SEN as follows:
- 4.2. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.3. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or;
  - (b) has 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 schools or mainstream post-16 institutions.

## **5. Roles and Responsibilities**

The College's Governing Body has determined the following key responsibilities for and will monitor the effectiveness of the different teams in undertaking those responsibilities:

### **5.1. The College SENCO and ALS department:**

5.1.1. In relation to learners with special educational needs:

- a) Identifying the learner's special educational needs.
- b) Coordinating the special educational provision for the learner which meets those needs.
- c) Monitoring the effectiveness of any special educational provision for the learner.
- d) Securing relevant services for the learner where necessary.
- e) Ensuring that records of the learners special educational needs and the special educational provision made to meet those needs are maintained and up-to-date.
- f) Liaising with and providing information to the parent/ carer of the learner, where appropriate.
- g) Ensuring that, where the learner transfers from and to another educational institution, the learner is supported and information is shared, where appropriate.
- h) Promoting the inclusion of the learner in the college community and access to the college's curriculum, facilities and additional activities.

5.1.2. In relation to ALS staff:

- a) Selecting, supervising and training Learning Support staff at College who work with learners who have special educational needs.

5.1.3. In relation to curriculum teachers and tutors:

- a) Advising teachers at the college about differentiated teaching methods appropriate for individual learners with learning support needs or disabilities.
- b) Contributing to in-service training for teachers to assist them to carry out the tasks referred to above.

### **5.2. Learning Support Assistants:**

- a) Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- b) Use the college procedures for giving feedback to teachers about students' responses to tasks and strategies used to provide effective in class and 1:1 support.

### **5.3. Curriculum teachers and pastoral tutors:**

- a) Include students with SEND in classroom activities and provide an appropriately differentiated curriculum where necessary to meet individual needs. Seek advice from the ALS department on assessment and strategies to support inclusion.
- b) Familiarise themselves with this policy and procedures for identification, monitoring and supporting students with SEND
- c) Giving feedback to parents of students with SEND as appropriate.
- d) Manage the work of Teaching Assistants in the classroom. Understand the purpose of in class support for individual students and liaise with the LSA regularly to ensure needs are met

### **5.4. The Senior Management Team:**

- a) has responsibility for ensuring that SEND policies and procedures are fully implemented.
- b) that sufficient resources are allocated for training.
- c) that the SENCO will receive statutory training and that all members of staff within the ALS Department have sufficient and appropriate training and qualifications.
- d) Quality assuring and reviewing all SEND provision as part of the college's Quality Cycle.

#### **5.5. Governing Body:**

- a) Is responsible for ensuring that the college has appropriate policies in place and that these are updated regularly.
- b) Is collectively responsible for ensuring that SEND arrangements are fully embedded within the college's ethos and reflected in college practice.
- c) Ensures that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in the SEND Code of Practice.

### **6. Monitoring and review of policy**

- 6.1. The success of the college's SEND policy and provision is monitored and reviewed through:
- a) Monitoring of classroom practice through observation.
  - b) The college's Student Voice strategy and activities.
  - c) College self-evaluation processes.
  - d) The Governors review the policy annually and the SEND provision within the ALS & ESOL Department, in line with all other departments.
  - e) The ongoing SARAP review process, which evaluates the success of the policy and sets new targets to ensure compliance with legislation and best practice.
  - f) Ofsted inspection arrangements.
  - g) Visits from Local Authority personnel and agencies that are partners in supporting learners with SEND.
  - h) Feedback from students, parents/carers and staff, both formal and informal, following Parents' Evenings, and meetings to review and agree targets, revise provision and celebrate success.

### **7. Related Documents**

- Admissions Policy
- [DfE SEND Code of Practice: 0 to 25 years](#) – January 2015
- Equality and Diversity Policy
- Equality Act
- Exam Policy
- Instrument and Articles of Governance
- The Children and Families Act
- The Student College Contract

## Appendix 1: Support for Students with Needs Diagram

BHASVIC has a statutory duty to provide support to students who meet criteria within three key areas:

- Special Educational Needs and Disabilities (SEND), as outlined in the SEND Code of Practice
- Financial Support, as outlined in the DfE 16-19 Educational Bursary Scheme
- Students in Care or Care Leavers

The table below outlines the documentation which provides information, policy, guidance and procedures on these three statutory support areas at BHASVIC.

- Blue documentation indicates overall, accessible information; a good starting point to understand BHASVIC provision
- Red documentation is college policy
- Green documentation provides details of offers for each specific area
- Purple documentation provides information and details on specific or specialist areas of broader provision

