

BHASVIC

SEND Policy

Last Updated:

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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 an inclusive curriculum that aims to achieve the best possible progress and outcomes for all of our learners whatever their learning needs or disability.
- 1.2. 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.
- 1.3. BHASVIC welcomes learners with additional learning support needs and/or disabilities, and seeks to provide all such learners with appropriate, differentiated support. For learners with significant support needs we will develop individualised support plans in conjunction with the Additional Learning Support Team and/ or Guidance Team and other partner agencies where appropriate.
- 1.4. As a part of this commitment the Additional Learning Support Team aims to accurately identify and assess students with additional learning needs in order to provide strategies that enable all relevant staff to meet those needs.
- 1.5. We recognise that meeting SEND is a ‘whole College responsibility’ and therefore that the provision for any learner with additional learning support needs is the responsibility of all staff who work with them.
- 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.
 - A learner’s consent is sought when these views are recorded to be shared.
 - The learner’s parents’/carers’ views, wishes and feelings are also taken into consideration, where appropriate.
- 1.9. Our duty is to ensure that this provision 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 inequality or disadvantage.
- 1.10. 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 Education 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."

- 1.11. 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 state funded students applying for and enrolled upon a daytime Study Programme.
- 2.2. 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.
- 2.3. Although not written or applicable to our Adult Evening Language provision, this policy can act as a reference point and guide to these students and staff.

3. Policy Aims

- 3.1. To ensure that learners with special educational needs and disabilities are promptly identified and that their specific learning needs are met.
- 3.2. To ensure that learners with special educational needs and disabilities have access to all activities at College.
- 3.3. To ensure that all learners are supported to make the best possible progress and achieve the best possible outcomes.
- 3.4. 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.
- 3.5. To ensure that learners are given opportunities to express their views and are fully involved in decisions which affect their education.
- 3.6. To promote effective partnership and involve outside agencies where appropriate, in order to facilitate our support provision.
- 3.7. The SEND Policy, Procedures and Guidelines should be in writing and be clear, known and understood by all College Staff.

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 each learner's 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 with full access to the college's curriculum, facilities and additional activities.

5.1.2. In relation to ALS staff:

- a) Selecting, supervising and training appropriately qualified/experienced Learning Support staff at College.

5.1.3. In relation to curriculum teachers and tutors:

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

5.2. Learning Support Assistants:

- a) Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- b) Using 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 Personal Tutors:

- a) Including students with SEND in classroom activities and providing an appropriately differentiated curriculum where necessary to meet individual needs.
- b) Seeking advice from the ALS department on any teaching, learning or assessment strategies to support this inclusion.
- c) Familiarising themselves with this policy and procedures for the identification, monitoring and supporting students with SEND
- d) Giving feedback to parents of students with SEND with appropriate awareness and understanding of their additional learning support needs.
- e) Liaising with Learning Support Assistants in the classroom to ensure effective in-class support for individual students with all needs being met.
- f) Providing regular written and oral feedback on student progress, as required by the college reporting and individual planning systems; doing so in a timely and high-quality way.

5.4. The Senior Management Team:

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

5.5. Governing Body:

- a) Being responsible for ensuring that the college has appropriate policies in place and that these are updated regularly.
- b) Being collectively responsible for ensuring that SEND arrangements are fully embedded within the college's ethos and reflected in college practice.
- c) Ensuring 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) The ongoing SARAP review process, which evaluates the success of the policy and sets new targets to ensure compliance with legislation and best practice.
 - 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) Ofsted inspection arrangements.
 - f) Visits from Local Authority personnel and agencies that are partners in supporting learners with SEND.
 - g) 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

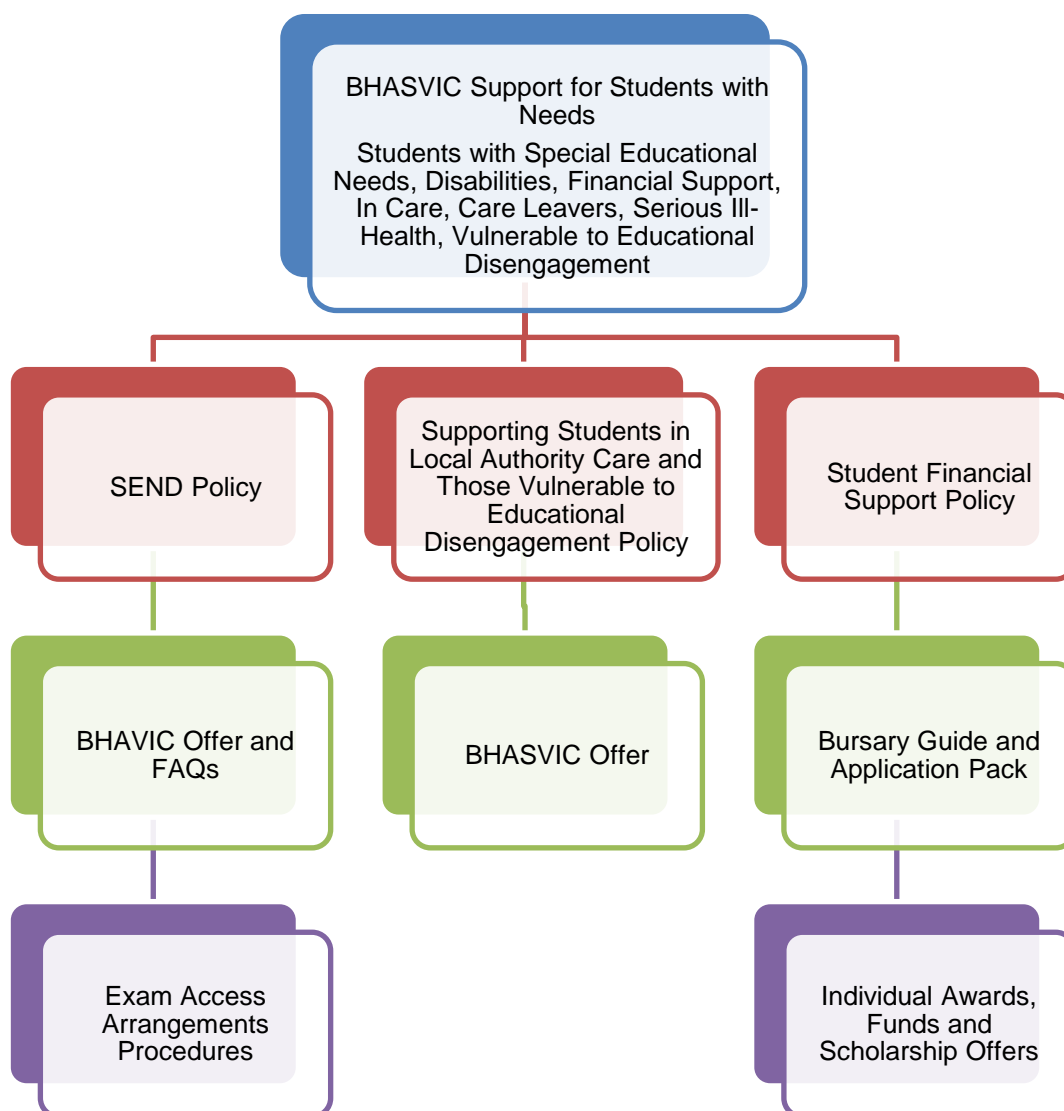
Appendix 1: Support for Students with Needs Diagram

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



Appendix 2: The Learner Journey

Stage 1 – Sept – January: Pre-Interview

- Serious medical condition identified on pre-student Application Form.
- Admissions will assign a *GM to this applicant in advance of application interview.
- *ALS team to be assigned any applicants requesting Exam Access Arrangements/Disclose a learning difficulty/disability

Stage 2 – January – April: Application Interview

- Where a student has disclosed information prior to, or at interview, the interviewer should fill out an *AI form. If medical condition assign to GM for interview.
- *AI responses collated from online form. CPA and/or *ALS to input on UNIT E database.

Stage 3 – May: Prior to Moving on Day

- Admissions team compile a list of applicants with *AI and alert the Learner Journey Support Team *see index.
- Learner Journey Support team meet 3 weeks prior to MOD. Release applicant names for GM's to check-in with as appropriate. Plan for enrolment, allocate GM's and discuss allocation of PEEPs and completion of Risk Assessments
- ALS create PEEP's for students for Moving On Day. Send to Carlos for approval.

Stage 4 – June: Moving on Day

- Individual staff member updates the *AIs/RAs. Send documents electronically to Admissions keep in student file on x drive.
- GM Support Helpdesk.
- AI responses from online form held and inputted in UnitE by Caroline Abbott
- Suggest these are completed electronically to reduce workload.

Stage 5 – June/July: Post Moving on Day (prior to enrolment) –

- CPA/ALS to review *AIs/RAs/PEEPs record information on Unite E database.
- *AI Applicant reports generated for these applicants ready for Application Enrolment Interviews in August.
- Health & Safety Officer/*ALS team & Learner Journey Support Team to receive copies of these reports.

Stage 6 – July/August: Prior to Application Enrolment

- Admissions Team use information provided on the application form & applicant generated AI reports to assign students to the appropriate team/GM for their appointment.
- Applicants with serious medical conditions will be flagged to be interviewed by a GM.
- Applicants with Exam Access Arrangements/Learning difficulty/disability will also see the *ALS team.

Stage 7 – August: Application Enrolment

- Admissions to allocate any applicant with *AI/RA/PEEP to one of the Learner Journey Support Team (not inc ALS) *AI/RA/PEEP to be updated as appropriate PEEP to be completed on receipt of timetables. (Ensure access to electronic forms)
- Applicant to retain originals of updated RA/PEEP (or email attachment can be sent).
- Admissions/CPA to ensure this information is recorded on Unite E.
- Health & Safety Officer available in room with *GMs and *ALS Team for guidance and questions.
- Private space for confidential disclosure.

NOTE: STAGE 7 – PEEPs

When Admissions allocate those with PEEPs to GM's at enrolment - they will need to be clear about which ones ALS will be responsible for and which ones GM's will be responsible for.

INDEX *

- AI -Additional Information Form/Online Form
- RA - Risk Assessment
- PEEP- Personal Emergency Evacuation Plan
- GM - Guidance Manager
- CPA – Caroline Abbott
- ALS - Additional Learning Support
- Learner Journey Support Team – Health & Safety Officer/GMs/ALS team (supported by CPA, SER & Admissions).