

# Special Educational Needs and Disability (SEND) Policy 2017 - 18

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PY 25	Special Educational Needs and Disability (SEND) Policy	P:\Policies\Policies 2017-18	
Version No.	Date Issued	Created by	Approved by
1.0	23/01/2018	Angela Killeen	Mark Pike

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## Special Educational Needs and Disability (SEND) Policy

**Updated:** December 2017

**Next revision date:** December 2018

### 1. Introduction

- 1.1 Develop’s Special Educational Needs and Disability (SEND) Policy has been drawn up with particular regard to the principles of the 2014 Special Educational Needs and Disability (SEND) Code of Practice 0–25 years, and Special Educational Needs and Disability (SENDA) Act 2001 and is designed to ensure that any learners who may have special educational needs or a disability has those needs appropriately addressed.
- 1.2 The policy is designed to show how Develop identifies and provides for learners who may at some point have Special Educational Needs or a disability related to learning, social and emotional problems, medical difficulty, sensory impairment or physical disability.
- 1.3 Develop believes that all young people are entitled to an education that enables them to make progress so that they:
- Achieve their best;
  - Become confident individuals living fulfilling lives and
  - Make a successful transition into adulthood, whether into employment, further or higher education or apprenticeship.

### 2. Definitions

- 2.1 A learner has Special Educational Needs (SEN) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 0–25, 2014). A young person has a learning difficulty or disability if they;
- Have a significantly greater difficulty in learning than the majority of others the same age, or

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- Have 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 post-16 institutions. (SEND Code of Practice 0 – 25, 2014).

2.2 A person with a disability is defined by the Equality Act 2010 as having physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on the person’s ability to do normal daily activities. Long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (SEND Code of Practice 0–25, 2014).

### 3. Objectives

- To enable the presence, participation and achievement of learners with SEND.
- To support Special Educational Needs or disability as early as possible through a system of referral and assessment.
- To provide a range of sensitive and effective responses to individual needs.
- To facilitate full access to a broad, balanced education taking into account the requirements of the post 16 curriculum.
- To build links with parents. To encourage their participation in the decision making process to support their child's education.
- To facilitate staff development related to SEND issues.
- To develop links with external agencies and educational support services.
- To seek the views of the learners and take them into account during the decision making process.
- To monitor the provision and the progress made.
- To uphold equality in line with the Inclusion Policy.

### 4. SEND Coordination

4.1. The Board and the CEO have the overall legal responsibility for ensuring the effective co-ordination of SEND provision within the organisation.

4.2. They will decide upon the designation of one of the Board as ‘Responsible Person’ to fulfil the position of Link Board Member.

4.3. A cycle of regular meetings will take place between the above and the Inclusion Manager to draw together information regarding the implementation of the Policy.

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4.4. The Inclusion Manager and Heads of Centres are responsible for:

- the day to day operation of the SEND Policy;
- overseeing the records of learners with special educational needs and disabilities;
- liaising with and advising on SEND related matters;
- supporting teaching staff in delivering inclusive interventions;
- advising on the graduated approach to providing SEND support;
- managing the Learning Support staff involved in the provision of support for SEND learners;
- coordinating the varied range of provision for learners with special educational needs and disabilities;
- liaising with the parents/carers of learners with SEND and ensuring they are fully involved in the process and aware of and central to decisions being made with regards to supporting their child's learning;
- liaising with external agencies including Educational Psychology Services, Local Authorities, Health & Social Services, and voluntary bodies with regards to meeting the needs of learners as appropriate;
- delivering practice that ensures that statutory obligations with regard to SEND are met;
- providing support in response to learners' requests;
- developing practice that delivers best performance against quality indicators;
- arranging external support and contributing to the assessment of learners for Access Arrangements for examinations.

## 5. Access to a broad and balanced curriculum

5.1. All SEND learners have the right to access a broad and balanced curriculum at a level and pace appropriate to their needs.

5.2. Learners with special educational needs or disabilities should have access to equal opportunity of choice in accessing the curriculum and it is the responsibility of the Inclusion Manager/Head of Centre/Programme Manager to ensure the curriculum chosen by learners is appropriate for their capabilities, strengths and needs and that appropriate information, advice and guidance is provided at key decision points.

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5.3. Any necessary adaptations to a learner’s timetable or curriculum content will be monitored for the impact upon the learner’s performance. These decisions will be made through discussions with parents/ carers.

**6. Learners with a Statement of Special Educational Needs or EHC (Education, Health and Care needs plans)**

6.1. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

6.2. In addition to provision provided for learners at SEN Support the Inclusion Manager/Head of Centre/Programme Manager will co-ordinate additional personalised support as set out in the objectives identified within the EHC or statement.

**7. Annual review and assessment procedures for learners with an EHCP**

7.1. Reviews and Assessments of learners with EHCP are carried out in accordance with Local Authorities and the SEN Code of Practice 2014.

**Assessment for Review**

Information about the learner’s progress will be requested by the Inclusion Manager/Head of Centre/Programme Manager prior to the meeting from:

- Learning Support Staff engaged with the learners
- The subject tutors and teaching staff
- Parental comments
- The learner’s comments
- Other relevant agencies and individuals e.g. Educational Psychologist, Educational Social Worker or Safeguarding and Well-being Manager.

Information supplied will come in the form of progress reports, termly reviews and any other forms of monitoring of progress whilst on programme.

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**The annual review will involve the following people:**

- The Inclusion Manager/Head of Centre/Programme Manager
- The Local Authority representative
- The learners
- The parents
- Information, Advice and Guidance (IAG) Team
- Any other people the Inclusion Manager/ Head of Centre/Programme Manager considers appropriate who may contribute to the meeting.

**8. Exam Access Arrangements**

- 8.1. Develop follows a model of assessment in line with the most recent Awarding Body and Joint Council for Qualification (JCQ) guidelines.
- 8.2. A list of learners in receipt of Access Arrangements is maintained by Head of Centre, Awarding Body Coordinator and the Inclusion and Manager and updated as learner’s needs are identified which is shared with all stakeholders.
- 8.3. Information relating to examinations arrangements is communicated to learners, parents/carers, relevant teaching staff and the Head of Centre/Examinations Officer.
- 8.4. The Quality and Inclusion Manager/Head of Centre/Programme Manager monitor evidence (which includes undertaking standardised screening) and records results for all examination concessions.

**9. Parent and Learners Partnerships**

- 9.1. We value a close partnership with learners, parents and carers and would like to encourage them to be involved in the identification and assessment of individual needs and in the planning and provision of support for those needs as outlined in the SEN Code of Practice (2014).
- 9.2. Learning Support staff and Tutors will be present at learner review meetings to discuss specific concerns that may arise during the course of the programme.

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- 9.3. Contact with parents through reviews, consultation and home/centre liaison will indicate effectiveness of additional support. This will be monitored via Develop's reporting process and reviews.
- 9.4. We will share any concern that we have about a learner's Special Educational Need or disability as quickly as we can and invite the parents/carers to participate fully in any plans that may be drawn up to meet those needs.
- 9.5. The views of learners with an EHCP Plan and their parents/carers will be central in the deliberations of the Annual Review meeting and will be welcomed at other times whenever there is a wish or need to contact the centre.

## 10. Staff and their Development

- 10.1. The organisation supports requests for staff development in accordance with Develop's Continuous Improvement and Sharing of Good Practice and Staff and Consultant Development Programme Policies.
- 10.2. In-house staff development is arranged by the Quality and Inclusion Manager/ Head of Centre/Programme Manager in such areas as support strategies, classroom management, teaching strategies for specific needs or learners when meeting the requirements of those with SEND. The Centre recognises that high quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEND Code of practice 0–25).

## 11. Learners with Medical Needs

### Long Term Absence through Illness:

- 11.1. It is Develop's aim to ensure that all learners with medical conditions, in terms of both physical and mental health, are appropriately and effectively supported in the centre they attend so that they can play a full and active role, remain healthy and achieve their academic potential (Supporting pupils at school with medical conditions, 2014).
- 11.2. In the event of a long term absence, the procedures as set out in the Medical and Health Needs and Administration of Medication Policy will be followed.

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11.3. In the case of a learners being hospitalised the Head of Centre/Programme Manager will work to ensure it meets requests for work and offers close liaison to ensure a smooth planned entry back into Centre.

### **Medication Needs**

11.4. Certain learners have to take prescribed medicines during the course of their day. The Head of Centre/Programme Manager will provide parents/carers with a medication documentation, including a consent letter that confirms dosage details, etc as stated in Develop’s Medical and Health Needs and Administration of Medication Policy.

## **12. Complaints Procedure**

12.1. In the case of a complaint in relation to SEND in the centre, the procedures as set out in the Complaints Policy will be followed.

## **13. Monitoring and Evaluation**

13.1. Through relevant manager’s meeting and data reports.

13.2. Through the Inclusion Quality Improvement Group.

## **14. Supporting Documents**

This policy should be read in conjunction with the following policies and documents:

- SEN Code of Practice (DfES 581/2001)
- Special Educational Needs and Disabilities Act (2001)
- Disability Discrimination Act 1995
- Equality Act 2010
- Children and Families Act 2014
- JCQ Instructions for Conducting Examinations and Access Arrangements, Reasonable Adjustments and Special Considerations
- Continuous Improvement and Sharing Good Practice Policy
- Staff and Consultant Development Programme Policy
- Equality, Diversity and Inclusion Policy
- Medical, Health Needs and Administration of Medication Policy
- Complaints Policy
- Examination Policy
- Preventing Extremism and Radicalisation Policy
- Safeguarding, Child Protection and Vulnerable Adults Policy

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