

# High Tunstall College of Science



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## SEND Policy

|                           |                                                 |
|---------------------------|-------------------------------------------------|
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| Stakeholder Consulted     | - Admissions and Safeguarding Committee         |
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## Statement of intent

High Tunstall College of Science believes that all students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the college will use in meeting its duties, obligation and principal equality values in providing an appropriate high-quality education for students with SEND.

Through successful implementation of this policy, the college aims to eliminate discrimination, promote equal opportunities and foster good relationships between students with SEND and students without SEND.

The college will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of students and their parents in decision-making
- The early identification of students' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of students with SEND.
- Greater choice and control for students and their parents over their support
- Successful preparation for adulthood, including independent living and employment

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

## 1. **[Updated]** Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR).
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) Supporting students at college with medical conditions
- **[Updated]** DfE (2025) Keeping children safe in education 2025
- **[Updated]** DfE (2023) Working Together to Safeguard Children 2025
- DfE (2018) Mental health and wellbeing provision in schools
- DfE (2021) Schools Admissions Code
- Equality and Human Rights Commission (EHRC) (2015) Reasonable adjustments for disabled pupils.

This policy operates in conjunction with the following college policies:

- Admissions Policy
- Equal Opportunities Policy: Students
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Students with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Careers Education, Information, Advice and Guidance Policy
- Behaviour Policy

- Complaints Procedures Policy
- Accessibility Policy and Plan
- Suspension and Permanent Exclusion Policy.

## **2. Objectives**

Every school is required to identify and address the SEND of the students that they support. Through the implementation of this policy, the college will:

- Use their best endeavours to make sure that students with SEND get the support they need to access the college's broad and balanced curriculum
- Ensure that students with SEND engage in the activities of the college alongside students who do not have SEND
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning
- Fulfil its statutory duties towards students with SEND in light of the SEND code of practice
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled students
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers
- Designate a teacher to be responsible for coordinating SEND provision, i.e., the SENCO
- Inform parents when they are making special educational provision for their child
- Review, prepare and publish important information about the college and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for students with SEND
  - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others
  - A SEN information report about the implementation of the college's policy for students with SEND.

## **3. Roles and responsibilities**

The governing body will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the college
- Ensuring the college meets its duties in relation to supporting students with SEND
- Ensuring that there is a qualified teacher designated as SENCO for the college.

The Headteacher is responsible for ensuring the college offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all students, including students with SEND.

In enacting this policy, the Headteacher will:

- Ensure the college holds ambitious expectations for all students with SEND
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively
- Ensure the college works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate
- Ensure the college fulfils its statutory duties with regard to the SEND code of practice
- Work with the governing body to ensure that there is a qualified teacher designated as SENCO for the college
- Ensuring that the SENCO has sufficient time and resources to carry out their functions
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators
- Assisting the governing body in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the students are fully understood by relevant college staff
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the college's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable students
- Ensuring teachers have an established understanding of different types of SEND
- Ensuring that procedures and policies for the day-to-day running of the college do not directly or indirectly discriminate against students with SEND
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on a regular basis.

The SENDCO will be responsible for:

- Collaborating with the governing body and Headteacher, to determine the strategic development of the SEND policy and provision in the college
- The day-to-day operation and implementation of the SEND policy
- Coordinating the specific provision made to support individual students with SEND, including those with EHC plans
- Liaising with the relevant, designated teachers for LAC with SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of the college's delegated budget and other resources to meet students' needs effectively
- Liaising with the parents of students with SEND
- Liaising with other colleges, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required

- Being a key point of contact for external agencies, especially the LA and LA support services
- Liaising with the potential future providers of education to ensure that students and their parents are informed about the options, and a smooth transition is planned
- Working with the relevant governors and the Headteacher to ensure that the college meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- Drawing up a one-page profile of a student with SEND
- Ensuring that the college keeps the records of all students with SEND up to date, in line with the college's Data Protection Policy
- Providing professional guidance to colleagues and working closely with staff members, parents, and other agencies
- Advising on a graduated approach to providing SEND support
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family
- Ensuring, as far as possible, that students with SEND take part in activities run by the college, together with those who do not have SEND
- Informing the parents of students with SEND, who do not have an EHC plan, that SEND provision is being made
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the college and comparing these with national data
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent
- Providing training to relevant class teachers
- Supporting teachers in the further assessment of a student's particular strengths and weaknesses and advising on effective implementation of support
- Ensuring that students with SEND and their parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans
- Establishing and maintaining a culture of high expectations and including students with SEND in all opportunities available to other students
- Ensuring that the approach to the curriculum includes how it is made accessible for students with SEND
- Consulting health and social care professionals, students, and parents to ensure the needs of students with medical conditions are effectively supported
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a student
- Identifying any patterns in the identification of SEND within the college and comparing these with national data
- Reporting to the governing body on the impact of SEND policies and procedures, including on students' mental health and wellbeing
- Coordinating the work of the Medical, Physical and Autism; Additionally Resourced Provision
- The delivery of the Nurture Group.

The Additional needs liaison lead will be responsible for:

- Liaising with the Senior Teacher in charge of inclusion and SENDCo to coordinate all the support for children with special educational needs or disabilities (SEND) and developing the college's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs
- Liaising with all the other people who may be coming into college to help support a child's learning e.g., Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
- Liaising with the SENDCo to update the college's SEND register (a system for ensuring all the SEND needs of students in this college are known) and making sure that there are excellent records of the child's progress and needs
- Liaising with the SENDCo to provide specialist support for teachers and support staff in the college so they can help children with SEND achieve the best progress possible
- Ensure all students with SEND are fully supported to overcome their difficulties to learning.

The DSL will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding students with SEND
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding students with SEND
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a student with SEND
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of students with SEND, including where families may be facing challenging circumstances
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on student's attendance, engagement and achievements
- Recognising the additional risks that students with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support students with SEND to stay safe online.

Teachers will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving
- Ensuring every student with SEND is able to study the full national curriculum
- Being accountable for the progress and development of the students in their class
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

## **4. Identifying SEND**

The college recognises that early identification and effective provision improves long-term outcomes for students. As part of the overall approach to monitoring the progress and development of all students, it has a clear approach to identifying and responding to SEND as outlined in the college's SEN Information Report.

With the support of the SLT and SENDCo, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the student's previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap.

The college plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

A SEND referral system is established using Synergy to identify potential needs such as:

- Exam concession concerns
- Staff and parent/carer concerns
- Requests for testing
- Requests for observations.

All referrals must be made through the Synergy SEND page using the Referrals tab and entering the details on to the referral template.

## **5. [Updated] Safeguarding**

The college recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying
- May face additional risks online, e.g., from online bullying, grooming and radicalisation
- Are at greater risk of abuse, including child-on-child abuse, neglect and sexual violence or harassment.

The college recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.
- **[Updated]** A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Headteacher and governing body will ensure that the college's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the college's Positive Handling Policy.

**[Updated]** The governing board and Headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The college will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.

## **6. [Updated] Children with specific circumstances**

### **LAC**

Students at the college who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The college recognises that students that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The college has a designated member of staff for coordinating the support for LAC.

Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant college staff.

### **Additionally Resourced Provision 'Autism, Medical and / or Physical Needs**

In the Additionally Resourced Provision, we have a passion for inclusion. The Additionally Resourced Provision of twenty (20 places) is for students with medical and physical difficulties and/or Autistic Spectrum Condition. Spaces within the provision are allocated by the Local Authority to students with an Education, Health and Care Plan and a primary need of Autism/Medical and/or Physical needs. This provision is above our ordinarily available offer. Most students access mainstream with enhanced support.

### **[Updated] SHINE, CREATE and REACH – Alternative Education**

**[Updated]** The SHINE Centre is provision suitable for students from Year 7-Year 8 with Social, Emotional, Mental health needs and complex behaviours. Students will access a bespoke curriculum including emotional literacy, vocational and therapeutic subjects. Core subjects are also offered with small group learning. Student's needs are assessed, and they may be integrated back to mainstream, taught within our alternative provision or statutory assessment may be requested.

**[Updated]** CREATE is an alternative provision offsite. Based at the ORCEL Centre, Wynyard Road, provides an academic offer for SEMH learners in Years 9-11. Students are taught English, Maths and Science and then select from GCSE and BTEC subjects for their options. There is a dedicated team within the provision and mainstream staff

visit and dial in for lessons. Students continue to feel part of HTCS whilst gaining additional experiences in their own base.

REACH is an onsite alternative provision for students experiencing emotionally based school avoidance (EBSA). It has a dedicated team who understand the challenges that the young people face around accessing school. The provision provides guided learning for students to access their mainstream lessons via an online platform. Teachers provide support by visiting or email. Reintegration is different for every student and the reintegration plan is bespoke.

### **[Updated] Nurture Group – High Tunstall College of Science's Specialist SEND Class**

Students must have an Education, Health and Care Plan in order for the College to consider a short-term placement in the Nurture Group.

The Nurture Group move around the school and use different classrooms for each lesson. Students accessing the Nurture Group are not taught only in one single area of the college.

We provide support and guidance to enable the student to access mainstream lessons successfully and reach their potential. Alongside this, we use specialist strategies to support the students to raise their self-esteem and confidence which enables them to have positive experiences and gain successes throughout their journey through college.

Whilst following the National Curriculum, the group's main priority is to address the barriers to learning so that the students' sense of well-being is improved and they are able to take advantage of learning opportunities and achieve to their potential. Our approach is individually responsive and we consider the human and personal characteristics of all students. For students accessing the Nurture Group, we plan that this will only be short-term and our end goal is always to reintegrate students into mainstream lessons.

### **[Updated] RISE – Moderate Learning Difficulties (MLD) Additional Resourced Provision**

**[Updated]** This provision caters for students with Moderate Learning Difficulties. All students accessing the MLD Provision have an Education, Health and Care Plan and will be working significantly behind their age-related expectations within Year 1 and Year 2 curriculum across all subjects. Students accessing the MLD provision will have their own base on the college site but will access the mainstream building as and when appropriate. The provision follows a curriculum which captures the SEND needs along with acknowledging that the students are secondary aged students.

## 7. SEND support

The college is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual students, is the first step in responding to students who have or may have SEND.

Teachers at the college will:

- Set high expectations for every student
- Plan stretching work for students whose attainment is significantly above the expected standard
- Plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to ensure that there are no barriers to every student achieving
- Be responsible and accountable for the progress and development of the students in their class, including where students access support from inclusion assistants or specialist staff.

Decisions on whether to make special educational provision for students will be based upon:

- Discussions between the teacher and SENCO
- Analysis of the student's progress – using internal formative and summative assessments, alongside national data and expectations of progress
- Discussion with the student and their parent.

Once a student has been identified with SEND, the college will employ a graduated approach to meeting the student's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the student's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date.

Where higher levels of need are identified, the college will access specialised assessments from external agencies and professionals.

Where, despite the college having taken relevant and purposeful action to identify, assess and meet the SEN of a student, they have not made expected progress, the college, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

## **EAL**

The college is aware that there may be students at the college for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The college will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **8. Admissions**

The college will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND
- Not refusing admission for a child that has named the college in their EHC plan
- Considering applications from parents of children who have SEND but do not have an EHC plan
- Not refusing admission for a child who has SEND but does not have an EHC plan because the college does not feel able to cater for those needs
- Not refusing admission for a child who does not have an EHC plan
- Not discriminating against or disadvantaging applicants with SEND
- Ensuring policies relating to college uniform and trips do not discourage parents of students with SEND from applying for a place
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan
- Ensuring the college's oversubscription arrangements will not disadvantage children with SEND
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the college website.

## **9. Transition**

The college is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where students have EHC plans, these will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

## **10. [Updated] Involving students and parents in decision-making**

The college is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

**[Updated]** Where a student is receiving SEND support, the college will regularly liaise with parents in reviewing progress.

Parents of students with SEND will be encouraged to share their knowledge of their child; the Headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the college provides their child with SEND support.

Decisions on whether the college will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the student involved.

Decisions about education will not unnecessarily disrupt a student's education or any health treatment underway.

The planning that the college implements will help parents and students with SEND express their needs, wishes and goals, and will:

- Focus on the student as an individual, not allowing their SEND to become a label
- Be easy for students and their parents to understand by using clear, ordinary language and images, rather than professional jargon
- Highlight the student's strengths and capabilities
- Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on parents
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a student with an EHC plan, the college will involve the parents and the student in discussions surrounding how the college can best implement the plan's provisions to help the student thrive in their education and will discern the expected impact of the provision on the student's progress.

Where necessary, the college will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

## **11. Funding for SEND support**

Where additional student needs are identified the college will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.

Where students with SEND have been receiving early intervention support but are still not making sufficient progress, the college will consider accessing high needs top-up funding from the LA to provide additional specialist support.

## **12. EHC needs assessments and plans**

The college recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, the college will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the college will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice
- Providing the LA with any school-specific information and evidence about the student's profile and educational progress
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the college will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the student can be achieved through further special educational provision made by the college and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the student's EHC plan. The college will meet its duty to provide views on a draft EHC plan within 15 days.

The college will admit any student that names the college in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

### **13. Reviewing EHC plans**

The college will ensure that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

The college will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested,
- Ensure that the appropriate people are given at least two (2) weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services,
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited,
- Ensure that sufficient arrangements are put in place at the college to host the annual review meeting,
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times,
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their parents,
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan,
- Clarify to the parents and students that they have the right to appeal the decisions made in regard to the EHC plan,
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element,
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged,
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged,
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a student's needs significantly change, the college will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a student whenever they feel it is necessary.

### **14. Supporting successful preparation for adulthood**

The college is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, centring on student aspirations, interests and needs, and

will ensure that students are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g., moving on to higher education.

The college will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve
- Engage with FE providers as necessary to help plan for any transitions
- Ensure students from Year 8 until Year 11 are provided with independent careers guidance.

The college's Careers Education Information Advice and Guidance Policy details how the college will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

## **15. Managing complaints**

The college will publish the Complaints Procedures Policy on the college website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the college will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The college is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution
- Mediation
- Appeals to the SEND Tribunal.

The college will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

## 16. Staff training and improving practice

The college is committed to the learning and development of all its staff members and training opportunities will be provided throughout the academic year.

The college SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

## 17. **[Updated]** Use of data and record keeping

All information about students will be kept in accordance with the college's Records Management Policy and Data Protection Policy.

The college's records will:

- **[Updated]** Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the student's time in the college, as well as its impact.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students
- Maintain an accurate and up-to-date register of the provision made for students with SEND
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The college keeps data on the levels and types of need within the college and makes this available to the LA.

### **[Updated]** Confidentiality

**[Updated]** The college will not disclose any EHC plan without the consent of the student's parents or the student themselves, when over the age of thirteen (13) years, except for specified purposes or in the interests of the student, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996
- On the order of any court for any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LA's
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE

- To the Headteacher (or equivalent position) of the setting at which the student is intending to start their next phase of education.

## **18. Publishing information**

The college will publish information on the college website about the implementation of this policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing body and will be published on the college website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

## **19. Joint commissioning, planning and delivery**

The college will work closely with local education, health and social care services to ensure students get the right support.

The college will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The college will draw on the wide range of local data sets about the likely educational needs of students with SEND to forecast future needs, including:

- Population and demographic data
- Prevalence data for different kinds of SEND among children and young people at the national level
- Numbers of local children with EHC plans and their main needs
- The numbers and types of settings locally that work with or educate students with SEND
- An analysis of local challenges or sources of health inequalities.

The college will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for students with SEND
- Increasing the identification of students with SEND prior to college entry.

Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 20. Local Offer

The college's governing body will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the college will work with LAs, parents and students in developing and reviewing the Local Offer. The college will also cooperate with those providing services.
- **Accessible:** The college will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to students' and parents' needs, e.g., by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** The college will help to ensure that parents and students understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The college will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The college will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up-to-date.

The college will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

## 21. Promoting mental health and wellbeing

The college will implement a Social, Emotional and Mental Health (SEMH) Policy. The college will ensure that there is a focus on promoting students' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a student requires such services. Where appropriate, the college will support parents in the management and development of their child.

Peer mentoring will be used to encourage and support students suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-college intervention is not appropriate, referrals and commissioning will be used instead. The college will continue to support the student as best it can.

For students with more complex problems, additional in-college support will include:

- Supporting the student's teacher, to help them manage the student's behaviour
- Additional educational one-to-one support for the student
- One-to-one therapeutic work with the student, delivered by mental health specialists
- An IHCP. All colleges must comply with the statutory duty of caring for students with medical needs
- Providing professional mental health recommendations, e.g., regarding medication
- Family support and/or therapy, upon the recommendation of mental health professionals.

The college will consider whether disruptive behaviour is a manifestation of SEMH needs.

The college will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **22. [Updated] Monitoring and review**

The policy is reviewed on an annual basis by the Senior Teacher of Inclusion and the Senior Specialist SENDCO in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff, parents of students with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The next scheduled review date for this policy is September 2026.