Special & Additional Educational Needs and Disabilities Policy

Reviewed:	**September 2024**
To be reviewed:	**September 2025**
Version	**8**

NAME OF 1st REVIEWER	**Michelle Smith**
NAME OF 2nd REVIEWER	**Gary Mayne**

Contents

Introduction 2
Aims 4
Responsibility for the Policy and Procedure 5
Role of the Head of College/SENDCO 5
Role of the Senior Leadership Team 6
Role of the Local Authority 6
Role of the Learning Support Co-ordinator 6
Role of Tutors 7
Role of Teaching Assistants 8
Role of External Support Agencies 8
Role of External Specialists 8
Role of Parents/Carers 9
Role of Learners 9
Medical Conditions 9
Record Keeping 9
Range of Provision 9
Equality and Inclusion 10
Partnerships 10
Admissions 10
Curriculum 11
Celebration of Achievements 11
Complaints Procedure 11
SEND Information Report 11
Raising Awareness of this Policy 12
Training 12
Equality Impact Assessment 13
Monitoring the Implementation and Effectiveness of the Policy 13

Introduction

We believe this policy should be a working document that is fit for purpose, represents the college ethos, enables consistency and quality across the college.

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many existing data protection rules and regulations that colleges, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate SEND provision for children and young people in order to meet their needs. It is also our duty to "make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them." We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEND provision that we have available in the SEND Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that… "Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in colleges within the area of the local education authority
- Are under compulsory college age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is additional to, or otherwise different from, the educational provision made generally for children of their age in colleges maintained by the local authority, other than special colleges, in the area." (Education Act 1996)

When organising additional support, it is very important that we provide learners with special/additional educational needs and disabilities a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that young people with SEND should not be routinely segregated from their tutors and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of young people. We have high ambitions, set challenging targets, and track the progress of all learners.

We will ensure that tutors and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by learners with SEND by providing structured training on a variety of SEND issues. We believe tutors are responsible for young people's learning and that teaching assistants will be used effectively to provide the necessary support for learners with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with learners with SEND any decision that might affect them.

It is our intent to provide every learner with the best education possible. Our objective in setting out the college's SEND policy is to make everyone aware that we want all learners to benefit as fully as possible from the education provided within the college.

We cater for learners who experience difficulties in: -

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

We strongly endorse both the Equality Act 2010 and the College Admissions Code of Practice by ensuring that all applications to this college from parents of learners who have SEND will be considered and treated fairly and in line with current guidance.

We are aware that current statistics clearly show that young people with SEND have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by their peers as they appear to be an easy target.

We work hard to create and maintain a college environment of positivity where all learners are taught to embrace and value difference.

We recognise college personnel need to be made aware of what constitutes bullying, how to detect bullying behaviour and to have a greater knowledge of learners with SEND.

We have a duty to safeguard young people and families from violent extremism. We are aware that there are extremists' groups within our country who wish to radicalise vulnerable young people and to involve them in terrorism or in activity in support of terrorism. College personnel must be aware of the increased risk of online radicalisation, and alert to changes in learner's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that college personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote learners' welfare. Within this environment we work hard to build learners' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want learners to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the Youth Participation Group and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on

the Rights of the Child that learners should be encouraged to form and to express their views.

We as a college community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of college life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this college to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this college.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

We aim:

- To identify learners with SEND as early as possible and ensure that their needs are met.
- To have in place systems whereby tutors are aware of such learners;
- To provide all our learners with a curriculum that is differentiated to their individual needs and abilities;
- To have high ambitions and expectations for learners with special/additional educational needs and disabilities;
- To be sympathetic to each learners' needs by providing a strong partnership between learners, parents, all staff, Directors, local authority and outside agencies;
- To ensure all learners make effective progress and realise their full potential;
- To ensure all learners take a full and active part in college life;
- To create and maintain a college environment of positivity where all learners are taught to embrace and value difference;
- To protect learners from the risk of radicalisation and extremism;
- To ensure compliance with all relevant legislation connected to this policy;
- To work with other colleges and the local authority to share good practice in order to improve this policy;

Responsibility for the Policy and Procedure

Role of the Head of College

The Head of College is:

- Appointed as SENDCO;
- Responsible for appointing and line managing the Learning Support Co-Ordinator (LSCO);
- Delegated SEND responsibilities to the LSCO;
- Delegated powers and responsibilities to the Senior Leadership Team to ensure all college personnel and visitors to the college are aware of and comply with this policy;
- To ensure that provision of additional educational needs is of a high standard;
- Responsibility for ensuring learners with SEND have access to all activities;
- Responsibility for ensuring learners with SEND have access to all college facilities;
- Responsibility for having in place an admissions policy;
- Responsibility for admitting any learner whose statement names the college (if their needs can be met);
- Responsibility for having in place an accessibility plan outlining what improvements need to be made to the college facilities so that disabled learners can access the curriculum;
- Responsibility for regularly reviewing funding for resources;
- Responsibility for ensuring that the college complies with all equalities legislation;
- Nominated a designated equalities person to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Make effective use of relevant research and information to improve this policy;
- The responsibility of involving the Youth Participation Group in:

  - determining this policy with the Directors and Governing Board;
  - discussing improvements to this policy during the college year;
  - organising surveys to gauge the thoughts of all learners;
  - reviewing the effectiveness of this policy with the Directors.
  - work closely with the Senior Leadership Team and the LSCO;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the college is aware of this policy;
  - attend training related to this policy;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.
- Be responsible for supervising the statutory assessment, statementing and annual review process for learners with SEND;
- Ensure all learner records are sent to and received by colleges that learners with SEND transfer to;
- Inform parents when SEND provision has been made for their child;
- Ensure that a robust Three Year Accessibility Plan is in place.

The Directors hold responsibility for appointing the SENDCO and hold responsibility for ensuring the SENDCO is allocated time to undertake the demanding role.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- Ensure all college personnel, learners and parents are aware of and comply with this policy;
- Ensure that the daily management of SEND provision is effective;
- Work closely with the SENDCO, the Directors and the teaching and support staff;
- Keep the SENDCO and Directors informed of all matters relating to its responsibilities for the provision of SEND;
- Ensure that all relevant college personnel receive the appropriate information regarding the special needs provision for learners with SEND;
- Monitor the quality of teaching for learners with SEND;
- Monitor the progress made by learners with SEND;
- Agree with the Local Authority the college's arrangements for assessing and identifying learners as having SEND as part of the Local Offer;
- Publish SEND information report on the college's website updating stakeholders of how the college's offer is administered;
- Provide leadership and vision in respect of equality;
- Make effective use of relevant research and information to improve this policy;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by checking to see if:

  - learners with SEND are making sufficient progress appropriate to their ability
  - college personnel have high expectations of learners with SEND
  - appropriate provision is in place
  - differentiation is put into practice
  - the learner tracking system is effective
- Report to the Directors on the success and development of this policy.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives "information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available."

Role of the Learning Support Co-ordinator

The LSCO will:

- Ensure the detailed implementation of support for learners with SEND;
- Ensure the implementation of this policy;
- Ensure all college personnel understand their responsibilities to learners with SEND;
- Work with the Head of College/SENDCO, Advisory Board, Directors and Senior Leadership Team to oversee the day to day provision for learners with SEND within the college including those with education, health and care (EHC) plans;

- Ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a learner with the parents' permission;
- Identify the barriers to learning and what additional educational needs provision that a learner requires;
- Provide advice and teaching strategies to tutors and support staff;
- Inform parents of their child's additional educational needs;
- Organise in-house and external support for a learner with SEND;
- Monitor this support;
- Keep parents up to date with the SEND provision for their child;
- Ensure learners with SEND have full access to the curriculum;
- Ensure learners with SEND are included in all college activities and events;
- Ensure learners with SEND take part in extra-curricular activities;
- Arrange for key workers to be allocated to learners with SEND so that learners can talk about any difficulties or concerns that they may have;
- Lead the development of SEND throughout the college;
- Arrange in-service training for college personnel, Advisors and Directors;
- Help select, train, organise and manage a team of teaching assistants (TAs);
- Prepare and keep up to date Individual Learning Plans (ILPs);
- Monitor and review Provision Plans;
- Undertake classroom observations;
- Ensure differentiated teaching methods are being used;
- Track the progress of learners with SEND;
- Maintain records of all learners with SEND;
- Use provision maps to give an overview of programmes and interventions that have been used with different groups of learners and to monitor the levels of intervention;
- Keep up to date with new developments and resources;
- Make effective use of relevant research and information to improve this policy;
- Liaise with parents;
- Organise and facilitate EHCP annual reviews;
- Meet with outside agencies;
- Work with feeder or transition colleges before a learner moves into another setting to plan and prepare for transition;
- Provide information for the SEND Information Report;
- Review and monitor;
- Annually report to the Head of College, Advisors and Directors on the success and development of SEND.

Role of Tutors

Tutors must:

- Be responsible and accountable for the progress and development of the learners they teach;
- Have high expectations of learners with SEND;
- Be aware of the college's policy for the identification and assessment of learners with SEND and the provision it makes for them;
- Work closely with the SENDCO and LSCO;
- Be well informed of the special needs, medical conditions and the Education, Health and Care needs of the learners that they teach;
- Implement any advice and teaching strategies given by the LSCO and SENDCO;
- Provide high quality teaching for all learners;
- Deliver the individual programme for each SEND learner;

- Include learners with SEND in all class activities;
- Ensure their planning includes differentiation;
- Set challenging targets;
- Review and update provision plans;
- Track and monitor the progress of all learners;
- Inform the LSCO and SENDCO of any identified barriers to learning and lack of progress of learners;
- Liaise with parents of learners with SEND to update them of the progress of their children;
- Suggest ways that parents can support their children at home;
- Undertake appropriate training on induction;
- Identify any additional training needs they require.

Role of Teaching Assistants

Teaching Assistants will:

- Work closely with the LSCO, SENDCO and tutors;
- Provide support for individual or groups of learners with SEND;
- Provide in- class and out of class catch up literacy and numeracy support for learners;
- Assist in the preparation of lessons;
- Monitor learners progress;
- Provide feedback to tutors, the LSCO and SENDCO;
- Attend appropriate training;
- Suggest training needs.

Role of External Support Agencies

External support agencies may provide support tutors who will:

- Be line managed by the LSCO;
- Work closely with the LSCO, SENDCO, tutors and TAs;
- Work with statemented learners to meet the objectives of their statements;
- Develop planning for tutors and TAs;
- Undertake continuous learner assessment;
- Keep up to date learner records;
- Develop support materials;
- Provide in-house training on specific topics;
- Meet regularly with the LSCO, SENDCO, teaching staff and parents/carers.

Role of External Specialists

We may seek the advice and support from the following external specialists:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Hearing impairment
- Vision impairment
- Multi-sensory impairment
- Speech and language therapists
- Occupational therapists

- Physiotherapists

Role of Parents/Carers

We encourage parents/carers to:

- Work closely with the college in order to develop a partnership that will support SEND learners;
- Be aware of their child's targets and their progress towards them;
- Take part in the review of IEPs;
- Attend and take part in EHCP annual reviews;
- Consider requesting an Education, Health and Care needs assessment;
- Be aware of the Local Authority's Information, Advice and Support Service.

Role of Learners

We encourage learners with SEND to understand their rights and to take part in:

- Assessing their needs;
- Setting learning targets;
- The EHCP annual review.

Learners who are over the age of 18 may withdraw consent for us to contact parent/carers. If this happens Liberty College will inform the parent/carer that consent has been withdrawn by the young person.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support learners with medical conditions. We are aware that individual EHCPs will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- Evidence tracking data of learner progress;
- Evidence of outcomes and planned next steps;
- Details of additional support or different provision made under SEND support;
- Details of the involvement of specialists;
- Evidence of involvement with parents/carers;
- Evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided.

Range of Provision

The college aims to provide a variety of provision by way of:

- In-class support either individually or in small groups with specialist tutors and/or TAs;
- Withdrawal support either individually or in small groups with specialist tutors or TAs.

Equality and Inclusion

We have the responsibility to:

- Prevent discrimination;
- Promote to equality of opportunity;
- Promote disability equality;
- Foster good relations;
- Regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- Cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- Work with other local authorities to investigate how different needs can be met more effectively;
- Include learners with SEND into all college activities;
- Monitor the number of extra-curricular activities that they take part in.

Partnerships

We believe that a close partnership with parents./carers will enable learners to progress. Parents/carers have a key role to play in the partnership between home and college as they have an exclusive overview of the provision needed for the young person.

Learners with SEND will benefit from the college's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for SEND in this college will benefit from the close links we have with other colleges by the sharing of good practice and in making the transition between phases as smooth as possible for the learners.

Admissions

The admission of learners with EHCPs to specialist post-16 provisions (SPI) is a decision for the local authority (LA) who has statutory responsibility for arranging their provision. There are admission criteria that are applied in order to determine if a particular post-16 provision would be a suitable placement.

If suitable, the LA will name Liberty College in Section I of the EHCP after the Year 11 Annual Review. This will state the requirements of the young person before admission into our provision.

Liberty College aim to accept all named learners on to courses providing that the college can meet their needs.

When considering applications, Liberty College will always give the highest priority to meeting both the needs of the learner who has applied and to those already offered a place on a course. We will make every effort to appropriately match any learners to the most suitable and appropriate course and group or one to one provision. All applications will be dealt with promptly and efficiently.

Enquiries and tours can be made either by phone, e-mail, via the website, or in person. Contact details will be taken, and an invitation will be made to attend the next available open event.

Any non EHCP applications will be needs assessed on a case by case basis and dependant on availability.

Curriculum

The college aims to provide for learners:

- A broad and balanced curriculum;
- A curriculum which is differentiated to their needs;
- A range of teaching strategies to meet their needs.

Celebration of Achievements

We will regularly celebrate the achievements of all learners not just in literacy and numeracy but in all curriculum areas and in all aspects of college life.

Complaints Procedure

Parents/carers who have a grievance or complaint about the nature or amount of support that their child receives are encouraged to ask for a mutually convenient meeting with the college in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain colleges about the special educational provision made for their child.' (SEN Code of Practice)

SEND Information Report

Annually we will publish information about the implementation of the policy for learners with SEND which will be set out in clear and straightforward language and easily accessible to parents/carers and young people. The information must include:

- The kinds of SEND that are provided for;
- Policies for identifying young people with SEND and assessing their needs, including the name and contact details of the SENDCO;
- Arrangements for consulting parents/carers of young people with SEND and involving them in their child's education;
- Arrangements for consulting young people with SEND and involving them in their education;
- Arrangements for assessing and reviewing young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review;
- Arrangements for supporting young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society;
- The approach to teaching young people with SEND;
- How adaptations are made to the curriculum and the learning environment of young people with SEND;
- The expertise and training of staff to support young people with SEND, including how specialist expertise will be secured;
- Evaluating the effectiveness of the provision made for young people with SEND;
- How young people with SEND are enabled to engage in activities available with young people in the college who do not have SEND;

- Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of young people with SEND and measures to prevent bullying;
- How the college involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting young people's SEND and supporting their families;
- Arrangements for handling complaints from parents of young people with SEND about the provision made at the college;
- Arrangements for supporting young people who are looked after by the Local Authority and have SEND;
- Details of the college's contribution to the Local Offer including information on where the Local Authority 's Local Offer is published;
- Details of the broad and balanced curriculum provided in each year;
- Admission arrangements;
- Accessibility plan.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The Employee Handbook;
- Meetings with parents/carers such as introductory, transition, parent-tutor consultations and termly PCPG meetings;
- College events;
- Meetings with college personnel;
- Communications with home;
- Sharing with new college personnel;
- Sharing with all college personnel when updated/amended;
- Sharing on the CPOMS Library for ease of reference;
- Publishing the policy on the company website.

Training

All college personnel and Directors:

- Have equal chances of training, career development and promotion;
- Receive training on this policy on induction which specifically covers:
  - the SEND Code of Practice
  - the Graduated Approach
  - Inclusion
  - Differentiation
  - Learner tracking
  - Working with learners with SEND
  - Safeguarding
  - Intervention programmes
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Awareness training will be provided by the LSCO/SENDCO and by support tutors on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any learner and it helps to promote equality at this college.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Head of College and reviewed by the Advisory Board.