



SEND POLICY

Purpose & Scope

This policy aims to ensure the college meets its statutory duties as outlined in the Special Educational Needs and Disability Code of Practice, Children and Families Act 2014, Special Educational Needs and Disability Regulations 2014 and The Equality Act 2010

Provision within this policy applies to all learners who are identified as having special educational needs or disabilities.

The policy aims to ensure that college arrangements for children and young people with SEN or disabilities are fulfilled and that Furness College pays due regard to the DFE Code of Practice.

Policy Statement

At Furness College we value all of our students. All learners have an equal right to an education which enables them to develop fully their individual, social, emotional and academic potential. The college will ensure appropriate arrangements are in place for those learners identified as having SEN or disabilities.

PRINCIPLES

The college will:

- co-operate with the local authority on arrangements for children and young people with SEN
- use our best endeavours to secure the special educational provision that the young person needs
- pay due regard to the SEN Code of Practice
- make reasonable adjustments for a learner to ensure access to education
- focus on supporting young people so they can progress and reach positive destinations in adult life.
- provide a coherent study programme which provides stretch and progression and enables learners to achieve the best possible outcomes in adult life
- provide independent careers guidance for all students up to and including age 18 and for 19- to 25-year-olds with EHC plans

AIMS

- Ensuring that all students have access to a broad and balanced curriculum including educational visits and extracurricular activities where possible.
- To offer provision for students with SEND which matches the nature of their needs
- To accurately record and monitor the outcome of the provision provided for students with SEND
- The clear involvement of SEND students, where practical, in decisions affecting their SEND provision
- Open consultation and work in partnership with parents of students with SEND
- To consult and involve outside agencies whenever necessary so that SEND needs are met through collaborative working

- To integrate students with SEND into the life of the college providing additional support as needed to achieve this
- To provide a graduated response to SEND needs

Definition of Special Educational Needs

Students have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them.

SEND students may have a significantly greater difficulty in learning than the majority of others 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 schools and colleges.

The purpose of identification is to work out what action the college needs to take, not to fit a student into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including ASD, Asperger's Syndrome and Autism.
- Cognition and learning, including MLD, SLD and PMLD.
- Social, emotional and mental health including ADHD, ADD and personality disorders.
- Sensory and/or physical, including visual impairment, hearing impairment and physical disability

Definition of Complex Needs

Students with complex needs have conditions that co-exist. These conditions overlap and interlock creating a complex educational profile. The co-occurring and compounding nature of complex learning needs requires a personalised learning pathway that recognises student's unique and changing learning patterns. Students who present with a complex needs have a combination of layered needs – e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive.

Transition to College

The college will work with applicants schools to ensure smooth transition for learners to whom this policy applies, all applicants will be given an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration the college will discuss with the student how they can/will provide support. Any screenings and assessments will be differentiated and proportionate to the likely level of SEN.

Assessing Need

Where a student is identified as having SEN and needing SEN support, the college will bring together all the relevant information from the school, from the student, from those working with the student and from any screening test or assessment the college has carried out. This information will be discussed with the student. The student should be offered support at this meeting and might be accompanied by a parent, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the college or beyond.

Education and Health Care plans

The college will follow statutory guidance with regard EHC plans, including convening meetings of services, parents, education professionals and specialists where required, participating in review meetings which will be held at a minimum of every twelve months, including a review of the student's support, reviews must focus learner's progress towards achieving the outcomes specified in the EHC plan. A focus of these reviews will also be on preparing for adulthood. The review process will enable changes to be made to an EHC plan so it remains relevant to the needs of the young person and the desired outcomes.

Types of support

Special educational support might include, for example: assistive technology, personal care (or access to it), specialist tuition, note takers, interpreters, one-to-one and small group learning, in class support,

rehabilitation/independent living training, accessible information such as symbol based materials, access to therapies (for example, speech and language therapy).

Teaching and Learning

As part of a learner's study programme all teaching and support staff will ensure access to learning that is supportive, inclusive and aspirational. Clear and achievable targets that focus on what the learner needs to develop in order to achieve the next steps in their education will be set and monitored with reference to EHCP outcomes where applicable.

Record keeping

The college will include accurate information to evidence the SEND support that has been provided over a student's time in college and its effectiveness along with an up to date individualised learning plan. Details of what additional or different provision the college has made to meet a student's SEND and their progress towards specified outcomes will be recorded. The information will be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.

Progression and preparation for adult life

The college has high aspirations for all learners and will ensure that appropriate progression plans are in place with relevant and specialist CEIAG available. The college will work with external agencies, parents, students and key professionals to assist learners with SEN and disabilities to go on to achieve the best outcomes in employment, independent living, health and community engagement.

Concerns

Concerns may be raised with the College; however, given the sensitive nature of the issues surrounding students with SEND, any student/parent/carer/guardian with a specific concern or complaint relating to the SEND provision is welcome to address these, in the first instance, directly with the Director of Curriculum (Young People's Learning).

This policy has been reviewed regarding the requirement for an Equality and Diversity Impact Assessment and a Privacy Impact Assessment.

At this stage it is felt that a full impact or privacy assessment is unnecessary as the college public duty has been discharged through a related policy/procedure or there is no current requirement.

Document Control		Linked Policies/Strategies	Linked Procedures
Policy	SEND Policy		Equality & Diversity Policy Single Equality Duty
Responsibility	Director of Curriculum Young People's Learning		
Approval Date	June 2019		
Review Date	June 2021		
Approval Group	Quality Improvement Group	SLT	LE Committee