



Harrison College Ltd

SEND Policy

1. General statement

This Special Educational Needs and Disability policy has been approved by the Directors of Harrison College. The College believes that every student has an entitlement to develop their full potential. Educational experiences are provided which develop students' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. At Harrison College, we recognise a young person's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

2. Harrison College SEN vision

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their maximum potential
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

3. Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions Young Adults are eligible if subject to an EHCP.

(SEND Code of Practice 2015)

A pupil has 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15) Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

- Communication and interaction- e.g. speech and language difficulties, autistic spectrum disorder
- Cognition and learning- e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties
- Social, emotional and mental health- e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs
- Sensory and/or physical impairment- e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties. Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled

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children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (Code of Practice Xviii)

4. Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards 2012
- Early Years & Post 16
- The Local Offer of our partner local authorities
- Behaviour policy
- Safeguarding policy
- Admissions policy
- EAL policy
- GDPR policy / Privacy Notice and Data Protection Policy
- Anti-bullying policy

5. Roles & Responsibilities

Teacher

Each teacher is responsible for:

- The progress and development of every young person in their class through high quality teaching/ quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each young person's progress and development and decide any changes to provision.
- Provide information, reports or attend review meetings based on the person-centred principles.

Teaching Assistants/ Pastoral Support Staff

Each teaching assistant and member of the pastoral support team are responsible for:

- The progress and development of every young person in their class through high quality teaching/ quality first teaching
- Working closely with teaching staff, specialist staff and external agencies to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each young person's progress and development and decide any changes to provision.
- Provide information, reports or attend review meetings based on the person-centred principles.
- Deliver interventions, based on individual need as highlighted by the SENDCO.

Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENCO is responsible for:

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- Working with the Principal and Director for SEN to determine the strategic development of the SEN policy and provision in the college.
- Having day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that young people with SEN receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes.
- Advising on the deployment of the college's delegated budget and other resources to meet young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Principal and the Board of Directors to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the college keeps the records of all pupils/young people up to date.

Principal

The Principal will:

- Work with the SENDCO and the Director for SEN to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

Director for SEN

The director for SEN will:

- Help to raise awareness of SEN issues at the Board of Directors meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the college and update the board of directors on this.
- Work with the SENDCO and the Principal to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.

6. Objectives

- Ensure implementation of government and local authority SEND recommendations.
- Ensure the College's SEND policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriate support to meet a diversity of needs.
- Ensure all students have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate students' achievements, however small.
- Work in partnership with parents/carers in supporting their student's education.
- Guide and support all college staff and parents in SEND issues.

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- To meet the individual needs of the young people of our College community irrespective of any physical, sensory, emotional, behavioural, specific, or general learning needs. In particular, to be aware of the standards of achievement of individual students in reaching their educational needs.
- To promote continuity of approach through step-by-step attention to individual needs.
- To provide appropriate resources within the College's budget, both staffing and resources.
- To ensure the student is aware that his or her wishes will be considered as part of the College process and of the shared responsibility in meeting his or her educational needs.
- To involve parents at an early stage, to develop a good relationship working together for the benefit of the student.

7. Harrison College Post 16 Duties

Harrison College as a post-16 institution has the following specific statutory duties:

- The duty to co-operate with the local authority on arrangements for children and young people with SEN
- The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan.
- The duty to have regard to the Code of Practice
- The duty to use their best endeavours to secure the special educational provision that the young person needs (code of practice 7.3)

Harrison College is committed to:

- Ensuring that all staff interact appropriately and inclusively with students who have SEN or a disability.
- Ensuring that they have appropriate expertise within their workforce.
- Ensuring that curriculum staff can develop their skills, are aware of effective practice and keep their knowledge up to date making sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly.
- Ensuring that curriculum and support staff in college know who to go to if they need help in identifying a young person's SEN, are concerned about their progress or need further advice. (Code of Practice 7.22)

8. Admission Arrangements

Our admission arrangements have been agreed by the LA and are in accordance with government directives (see 7 above). The policy needs to be read and implemented in conjunction with our Equal Opportunities Policy and our Admissions Policy.