



Harrison College Ltd

SEND Policy

1. General statement

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.

Where applicable, 'Child' is replaced with 'young person' or 'student' for the purposes of this policy.

2. Harrison College SEND vision

All young people are entitled to an education that is appropriately tailored to meet their needs, promotes high standards and supports them in fulfilling their potential. This should enable them to:

- Achieve their best by realising their aspirations and reaching their full potential
- Develop into confident individuals living fulfilling and meaningful lives.
- Make a successful transition into adulthood, whether into employment, further or higher education, or training (SEND Code of Practice 6.1)

3. Definition of SEN(D)

A young person has Special Educational Needs (SEN) or (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- have 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 normally provided for others of the same age in mainstream schools or mainstream post-16 institutions
(SEND Code of Practice 2015)

A student has Special Educational Need (SEN) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

A child may have a disability under the Equality Act 2010 without necessarily having SEN, but if the disability requires special educational provision, they are counted as having SEN. Young people with SEN and a disability are referred to as SEND. Those without a disability can be referred to as SEN.

Young people will have needs and requirements which fall into at least one of the four areas, often more than one, which refer to their primary or secondary needs. The 4 broad areas of need identified in the SEND Code of Practice (0-25years) are:

Communication and Interaction

- Difficulties with speech, language and communication.
- Autism Spectrum Condition (ASC) often falls within this area.
- Difficulties understanding language, expressing needs, social communication or interaction

Cognition and Learning

- Moderate Learning Difficulties (MLD).
- Severe Learning Difficulties (SLD).

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- Profound and Multiple Learning Difficulties (PMLD).
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

This may involve difficulties with memory and processing, understanding new concepts, literacy, numeracy and general learning pace

Social, Emotional and Mental Health (SEMH)

- Difficulties managing emotions or behaviour.
- Anxiety, depression, attachment difficulties, emotional regulation difficulties, trauma-related needs.
- Conditions such as ADHD may be recorded here where they significantly impact learning and participation

Many of the above will be seen in isolated and withdrawn behaviours.

Sensory and/or Physical Needs

- Visual impairment (VI).
- Hearing impairment (HI).
- Multi-sensory impairment (MSI).
- Physical disabilities or medical conditions requiring specialist support, equipment or adaptations

Many students have needs that overlap more than one area. For example, a student with autism may have needs under both Communication and Interaction and SEMH

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Many students may have Communication and Interaction, SEMH, Cognition and Learning, or Sensory and Physical needs that can increase safeguarding vulnerability and require coordinated support between teaching staff, the SENDCo and DSL. See section 5 below on responsibilities.

Ensuring Quality First Teaching is available to all students is likely to mean that fewer students will exhibit challenging behaviours that require intervention support. (Code of Practice 6.15).

4. Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015 and updated 2025 guidance) and has been written with reference to the following guidance and documents:

- SEND Regulations 2014
 - Schools SEN Information Report Regulations (2014)
- Children's Well Being and Schools Act 2026
 - Part 3 SEND and EHCP's
 - Multi agency working, welfare and information sharing
- Equality Act 2010
 - Including the duty to make reasonable adjustments for SEND students)
- Children and Families Act (2014 Part 3)
 - Section 100S 'allergy safety'
- KCSIE annual updated policy
- Working Together to Safeguard Children (2026)

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- Care Act 2014
 - Including preparation for transition and planning
- Children's Act 1989 and 2004
- Mental Capacity Act 2005
- Post 16 SPI regulations
- The Local Offer of our partner local authorities

This policy refers to Harrison College policies and procedures

- Safeguarding and Student Protection Policy
- Accessibility plan
- Administration of Medicines Policy
- Personal Development Behaviour and Welfare policy
- Child Protection & Antbullying policy
- Admissions policy
- Privacy Notice and Data Protection Policy
- Acceptable Use of IT
- Provider Access Policy

5. Roles & Responsibilities

Teacher

Each teacher is responsible for:

- Having full knowledge of the young persons SEN areas of need.
- Quality First teaching delivery and support, following a graduated approach (Assess-Plan-Do-Review) that is personalised to need
- Create a safe and inclusive environment setting high expectations
- Being aware of safeguarding concerns that may impact learners with SEND and reporting them in accordance with safeguarding procedures
- Assess and monitor the progress and development of every young person in their session towards their expected outcomes and EHCP targets
 - Promoting learner independence, preparation for adulthood and positive outcomes
- Working closely with any teaching assistants or specialist staff to ensure the teaching and support is effective
- Identifying learners who may have SEND and raising concerns promptly with the SENDCo
- Plan, deliver, monitor and review the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to identify and review each young person's emerging needs, barriers to learning and initiating interventions
- Work with other professionals or external agencies as required
- Work with the families and carers of the young people
- 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:

- Supporting the teacher, external speaker, business mentor or visitor in behaviour management strategies and aligning the appropriate support to the students as the needs present themselves.
- Support in the planning and preparation of resources and learning environment as required for the session.
- Providing consistent role-modelling of appropriate behaviours to support the young person in achieving their full potential.

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- Observing students during both structured learning activities and informal/free time, identifying any needs they may have and providing appropriate support to help them engage, develop, and progress.
- Supporting the teaching and learning activities, including working 1:1, small groups or occasionally whole classes under supervision or guidance
- Delivering targeted interventions, based on individual need as highlighted by the SENDCO.
- Reinforce learning, encourage independent work, and help keep students focussed, engaged and on task
- Providing safe, supportive environments and proactive monitoring that enable all learners to reach their full potential.
- Promoting student safety and well being through proactive safeguarding practices
- Being aware of safeguarding concerns that may impact learners with SEND and reporting them in accordance with safeguarding procedures
- To motivate and encourage the students to become responsible and independent in their own learning, working towards their own career pathways.
- Support the assessment and record keeping of academic and social emotional progress
- Working with the SENDCO to review each young person's progress and development and suggest any changes to provision.
- 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.
- Liaising with parents, carers and external agencies as appropriate, sharing information in line with DPA and college policies
- Provide information, reports or attend review meetings as guided by the SENDCO

Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENCO is responsible for:

- The statutory responsibilities of the SENDCO are set out in the Send Code of Practice (2025)
- Ensuring KCSIE SENDCo duties and responsibilities are delivered effectively
- Working with the Principal and Director for SEN to determine the strategic development of the SEND policy and provision in the college.
 - Ensuring that policies and processes recognise the additional barriers and vulnerabilities that students with SEND may have.
- 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.
- Ensuring appropriate identification, assessment and monitoring of SEND needs
- Ensuring policies, training and preventative practices are fully inclusive and developed to be age and stage of development appropriate when considering the needs of children with special educational needs and/or disabilities (SEND) and other vulnerabilities
- Ensuring that safeguarding advice, guidance and learning on how to keep themselves safe and free from harm is tailored to their SEND
- Working closely with the Designated Safeguarding Lead on any case where the students are experiencing harm or abuse, Safeguarding, welfare and referral concerns to ensure a holistic approach that considers the students individual need
- 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 teachers and support staff on appropriate delivery and provision, contributing to in-house CPD.
- Liaising with local authorities regarding EHCPs and annual reviews
 - Coordinating annual reviews and ensuring statutory requirements are met

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- Liaising with potential next step future providers to ensure young people and their parents / carers are informed about options and a smooth transition is planned.
 - Supporting transition into, through and beyond college
- In collaboration with the DSL ensuring training informs staff to be alert to the specific needs, including medical and health related and safeguarding risks and vulnerabilities
- Evaluate process and practice to improve outcomes.
- Monitoring the effectiveness of SEND support and evaluating outcome
- Advising on the deployment of the college's delegated budget and other resources to meet young peoples' needs effectively.
- Being the first point of contact for external agencies and liaising with families to promote strong partnerships.
- Being the first point of contact for The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) when offering information, advice and support for parents and carers of children and young people with SEND.
- 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 and maintains the records of all young people up to date.

The SENDCo and Designated Safeguarding Lead (DSL) will work closely together to ensure that students with SEND are safeguarded effectively. They will share information appropriately, monitor vulnerabilities, coordinate support and ensure that safeguarding concerns are considered alongside educational, health and social care need

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 college
- Set the vision, values and ethos for an inclusive and safe college environment
- Ensure high standards of teaching, learning and provision meets the needs of the students
- Manage, evaluate and support the staff in fulfilling their professional conduct and college standards of behaviour and expectations
- Have overall responsibility for the provision and progress of learners with SEND
- Have overall responsibility and financial accountability for ensuring good governance and compliance

Director for SEN /DSL

The director for SEN will:

- Ensure the safeguarding and student welfare policies and procedures are in place and followed
 - responsibility for safeguarding and child protection across the college
 - Work with the SENDCO in ensuring that learners with SEND receive appropriate safeguarding support and protection
- Act as the Designated Safeguarding Lead (DSL)
- Supporting safer recruitment, safeguarding policies and compliance with statutory safeguarding guidance
- Making referrals to children's social care, adult social care, the police and other agencies where appropriate
- Maintaining secure safeguarding records and ensuring information is shared appropriately
- Promoting a culture where all learners feel safe, listened to and supported

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- 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.
- Monitor the quality and effectiveness of SEN and disability provision and reports within the college and update the Board of Directors on this.
- Raise awareness of SEND issues at the Board of Directors meetings and give guidance and recommendations for improving processes.
- Act as the public face of the college in relation to SEND and maintain positive relationships with parents, external agencies and wider community
- Uphold the legal and ethical duties and act within statutory frameworks advising and supporting legally compliant leadership at all levels

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.
- 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 their wishes will be considered as part of the College process and of the shared responsibility in meeting their educational needs and outcomes.
- To involve parents and carers at an early stage, to develop a positive 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.

- 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.