

Special Educational Needs and Disability Policy (SEND)

Introduction

The most recent Special Educational Needs (SEN) Code of Practice became effective from January 2015 and provides statutory guidance for everyone working with individuals from 0 – 25 years of age. To date, there is no specific statutory guidance for learners who are 25+ but experience suggests that assessment and provision should be no different than that for younger learners. Guidance is required to ensure that the outcomes from education can be maximised for everyone entering a programme of learning.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Section 1: How are Special Educational Needs defined?

The Code of Practice defines 3 categories of students requiring intervention:

1. Special Educational Needs - students who have significant needs
2. Additional Needs – students with lesser need, but still requiring support, on a temporary or a permanent basis dependent upon individual.
3. A small percentage of students who have been identified as requiring highly specialised support and they may require an Education Health and Care plan (EHCP). This plan will form a coordinated support package between Education, Health and Social Services. ¹

An individual has SEN if they have a learning difficulty which calls for special educational provision to be made: This means provision different from, or in addition to, that normally available to students of the same age and / or following the same course (s) of study.

Students with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer do not necessarily have SEN, but the society will make reasonable adjustments to ensure that such students are not at a substantial disadvantage compared with their peers.

Students who are classed as having English as an additional language (EAL) will not be regarded as having learning difficulties, unless it is known that they have learning difficulties in their first language. Students will be required to independently undertake an IELTS course, achieving, Level 6 as a prerequisite to acceptance onto a course of study.

Section 1.1 Student Needs and Requirements

These fall into four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical challenges

¹ It should be stressed that this category is quoted but unlikely to be applicable to students learning with the society.

Section 2: The Aims of SEND Provision

- ✚ To ensure all students are equally valued and the society has high aspirations for all.
- ✚ To ensure full entitlement to high quality education with broad and balanced schemes of work throughout.
- ✚ To encourage all students to fulfil their potential and enhance their self-esteem.
- ✚ To educate students with SEN, wherever possible, alongside their peers within the normal curriculum.
- ✚ To fully involve fellow students to support the individual.
- ✚ To meet the needs of all students who have SEN by offering continual and appropriate forms of educational provision.

SDC recognises that many students may have additional educational needs at some time during their learning which will be dealt with under the umbrella of this and / or the Mitigating Circumstances Policy.

Section 2.1 Providing Personalised Intervention

The society will not bare any responsibility for SEN assessments and any students with special educational needs will be required to show proof in order for these to be taken into account in accessing learning. On provision of this information, The Special Educational Needs Coordinator (SENCO) will coordinate all relevant support for relevant students.

Our inclusive approach is based around the premise that any additional needs of students are, as much as possible, met in sessions with the other students. A highly individualised approach is adopted by the tutors, however, which means that the needs of students may be met in different ways. Tutors will make suitable adjustments in both assessment of learning and delivery of lessons.

The SDC's approach to SEND is that, as a priority, all students, irrespective of need, can access the full spectrum of courses if desired. All students are the shared responsibility of all staff who should, to the best of their ability, provide strategies to allow students, regardless of ability, to achieve. The quality of teaching for students with SEN, and the progress made by these students, is a core part of our provision and CPD arrangements can be made for staff where necessary.

Section 3: The Responsibilities of the SEND Coordinator

The SENCO is responsible for:

- ✚ Monitoring the provision of as inclusive an education as possible for all learners.
- ✚ The day-to-day operation of the SEN policy and coordination of specific provision made to support individual students with SEN.
- ✚ Liaising with employers of students with SEN if necessary.
- ✚ Placing students on the SEN List and informing staff.
- ✚ Providing student Individual Provision Maps after consultation with appropriate staff and ensuring that these are monitored as part of the support strategy.
- ✚ Provide alternative ways of presenting information to students where appropriate.
- ✚ Regularly review procedures as outlined in the Code of Practice and the objectives of the SEND policy.

Section 4: Identification, Assessment & Recording

Section 4.1: Early Identification

As stated in Section 2.1, the onus is on the student to provide proof of any special educational needs present although staff should note any learning difficulties which may become apparent during a course of study.

Section 4.2: Assessment and Recording

- ✚ Students with identified needs may qualify for exam access arrangements in internal and external assessments.
- ✚ Success criteria will be determined on an individual basis, dependent on the needs of the student.
- ✚ Reporting is vital to the assessment process and will be used to compile student profiles and provision maps.

Section 4.3: The Dissemination of Information

All information gathered on a student's abilities will be made available to appropriate staff.

An Individual Provision Map will be provided for all new students who have identified themselves as having a special or additional educational need.

Section 5.0: SEND Provision in Practice?

5.1 Teaching and Learning

It is important, when meeting individual needs, that students with additional or special needs are not specifically highlighted as such to others. Tutors at SDC are highly skilled in this area and students are encouraged to accept that some students will approach a task one way, whilst others may address a similar task in a different way. Such strategies may include:

- ✚ Alternative ways of recording work (use of iPads for example)
- ✚ Differentiated tasks (varying in degrees of challenge)
- ✚ Differentiated learning objectives

In addition, tutors will be provided with relevant and up to date information regarding individual students, includes information about the needs of the student and recommended strategies which will allow tutors to meet these needs in teaching sessions.

5.2 Examinations

There are a number of possible support arrangements for students in examinations such as:

- ✚ Reader
- ✚ Electronic Scribe

-  Extra time
-  Word Processor
-  Rest breaks
-  Prompter

5.3 The Role of the EQAB

The SENCO will attend regular meetings with the EQAB where SEN issues will be discussed where necessary.

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