Special Educational Needs and Disabilities (SEND) Policy

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1. Introduction

1.1   Hugh Baird College is committed to offering an inclusive curriculum to ensure best possible progress and outcomes for all of our students, whatever their learning needs or disability. We aim to provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social and physical development. Our vision for young people with Special Educational Needs and Disabilities (SEND) is that they achieve the very best they can from their education to lead happy, healthy, independent and rewarding lives.

1.2   The SEND Code of Practice (2014) defines a disability as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Special education provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

1.3   This policy is informed by the following legislation and statutory framework:

- Special Educational Needs and Disability Code of Practice: 0-25 years (2014)
- Children and Families Act (2014)
- Equality Act (2010)

2. The Objectives of the SEND Policy

- To work within guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for young people who have SEND and additional needs.
- To ensure that parents/carers have a clear understanding of how the College supports young people with SEND, and their involvement in this.
- To provide support and advice for all staff working with young people with SEND – teaching and supporting students with SEND is the responsibility of the whole College and requires a collaborative and inclusive approach.
- To ensure that learners with SEND have access to all College activities, as far as is reasonably practical, which relates to the needs of the students.
- To promote effective partnership and involve outside agencies where appropriate.
- To involve the young person in the process of identification, assessment and provision.
- To ensure that the young person is aware that their wishes will be taken in to account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To ensure that young people with SEND can participate in College activities, together with those who do not have SEND.

3. Admissions

3.1   The College accepts students with a wide range of special educational needs and disabilities provided they meet the College/individual study programme entry requirements. Every effort is made to meet individual needs and we employ our best endeavors to ensure that all students have equal access to the opportunities and experiences offered. Special educational provision will apply to any student disclosing SEND, regardless of whether or not the student has an Education, Health and Care Plan (EHCP).

3.2   For students who receive support from local authorities' high needs budgets, the College will complete the individualised learner record (ILR) data returns as required by the Education and Skills Funding Agency identifying all those students for whom the institution is to receive high needs funding making sure the ILR guidance is fully adhered to. The Head of Finance will be responsible for ensuring that the College's annual allocation has been received and is correct by March each academic year.

4. Disclosure, Assessment & Provision

4.1   Disclosure

   4.1.1   The application form provides the first opportunity for students to disclose any additional needs. Students will be invited in for an interview with their curriculum area and will be met by a member of the Learner Support Team for further discussion regarding current and anticipated support.

   4.1.2   We want the College experience to be both rewarding and successful and actively encourage students to be completely open about their individual needs. The more information that we have at point of application, the better we can plan ahead and prepare an appropriate support plan.

   Further opportunities for disclosure exist:
   • During individual interviews with tutors
   • During enrolment upon completion of enrolment form
   • At any point during the course through self-referral or tutor referral.

4.2   Assessment

   4.2.1   One of the Additional Support Lecturers will assess individual needs following disclosure to ensure that:
   • Individual needs are identified
   • Suitable provision is made to meet needs
   • Tutors know about individual requirements and adjustments
   • There is liaison with outside agencies if required
   • A bespoke Support Plan is agreed to.

4.2.2. Further assessments may be carried out at a later date in order to determine eligibility for examination Access Arrangements. These assessments are carried out by specialist assessors trained in education testing which can provide core evidence to support an online application to the relevant authorities (JCQ) for Access

Arrangements. It should be noted that this assessment is undertaken for educational purposes only and in no respect indicates a diagnosis of an underlying Specific Learning Difficulty (please refer to Access Arrangements Policy).

4.3 Provision

4.3.1 Support will be outlined in an individual support plan. Examples of the support which might be offered are:
- One to one additional tuition sessions
- In class support
- Assistive technology
- Dyslexia tuition
- Examination Access Arrangements (please refer to Access Arrangements Policy)
- Care support

4.3.2 Other forms of support which will not be outlined on individual support plan but are available to students are:
- Student Counselling
- Health & wellbeing
- Student finance (bursary)
- Retention & Progression
- Safeguarding

4.3.3 The POD can be found at the front of the Balliol building and is home to the services that ensure your time at Hugh Baird College is all you want it to be. Our friendly and experienced Student Services team can provide you with support and information on many areas such as:
- Impartial information, advice and guidance (IAG)
- Careers advice
- Course information
- Transport information
- Financial support
- Benefit information

5. Physical Access

5.1   All buildings are fully accessible making the whole curriculum available to all students. Lifts are installed in each building and reserved parking is available by prior negotiation. Accessible toilets are also available in each building.

6. Support for Students with Medical Conditions

6.1   At Hugh Baird College we recognise that students with medical conditions should be properly supported so that they have full access to education, including enrichment programmes and educational college trips. We have a team of experienced care staff who can provide personal care to students should they require it.

6.2   Some students with medical conditions may be disabled and where this is the case the College will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Educational Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. Please refer to the Emergency Medication Policy for further information.

7. Care Support

7.1   Hugh Baird recognises that some of our students are particularly vulnerable, perhaps due to a more complex learning difficulty or disability. Should students have particular care needs, Hugh Baird College can provide:
- Care Assistants outside of lessons to meet and greet students arriving at college. They can escort a student to and from classrooms and be available at lunch and break times to offer reassurance, help students feel safe, interact with others, assist buying lunch, etc.
- They will ensure safe transferal to transportation for vulnerable students or those with mobility difficulties.
- Care assistants are able to offer non-medical personal care
- Medical care and storage of certain medication (see above).
- Access to a quieter area.
- Support to aid communication with others.

7.2   The Care Team Leader will assess individual care requirements and devise an individual care plan following disclosure of needs.

8. SENCO - 14-16 College

8.1   Following disclosure of additional need, the Special Educational Needs Co-ordinator will meet with students and families where possible, to assess individual requirements.

8.2   The Special Educational Needs Co-ordinator will ensure that the SEND Code of Practice (2014) is being adhered to. The SENCO will:

- Oversee the day-to-day operation of the college's SEN support.
- Support the identification of students with special educational needs and implementing support plans.
- Co-ordinate provision for students with SEND.
- Assess eligibility for exam access arrangements.
- Liaise with parents of students with SEND.
- Liaise with colleagues, other providers, educational psychologists and external agencies with regards to students' SEND.

9. Support within Higher Education

(See also Higher Education Student Support Policy)

9.1   Informal screening for conditions that may require support with learning will be deployed during the application process with the aim of capturing information relating to disability and health conditions that may meet the definition of disability under the 2010 Equality Act. Advice as to possible DSA applications will also be

provided and in the case of those who have applied for the allowance, support plans put in place by the relevant provider identified within the Needs Assessment.

9.2   This support can include, but is not limited to:
- Specialist teaching
- The organisation of support
- Provision of specialist software, technology and equipment
- Provision of a non-medical helper

9.3   Responsibility for ensuring that the College fulfils its obligations to provide Band I & II support will rest with the DSA Co-ordinator who will liaise with both students and the College's Student Services in order to facilitate institutional compliance with recommendations set out in individual student reports within the context and framework of Reasonable Adjustments.

9.4   The Co-ordinator will also be responsible for liaising with external support agencies where appropriate although it is acknowledged that contracts for external Band III & IV provision sit exclusively with the student and provider. As such, the Co-ordinator's role in this instance will be largely confined to that of guidance regarding contact and assistance with the use of College premises where deemed appropriate. At no point will the College be responsible for the quality or provision of external services funded by an individual's DSA unless specifically contracted by itself.

9.5   All information relevant to reasonable adjustments for individual students based on DSA/ Educational Psychologist reports will be recorded on the College's Pro-Monitor system.

10. Supporting Students and Families

10.1 We aim to work in partnership with our parents and families and to ensure that, where appropriate, they are fully informed about all matters relating to their son/daughter's SEND. Our SEND information report is on our website and is updated regularly, and we guide parents towards the Local Authority (LA) local offer for information about wider services.

11. Monitoring & reviewing

11.1 As stated within the SEND Code of Practice (2014) "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less".

11.2 The Learner Support Manager and Additional Support Lecturers oversee the work of the Academic Support Workers and liaise with teaching staff ensuring that their planning takes additional support into account. Any intervention and support does not replace high quality teaching. The effectiveness of the support put in place and its impact on the progress of students is monitored regularly. Those learners who hold an EHCP are reviewed regularly and an annual meeting is held with the appropriate Local Authority invited. The College is fully committed to the SEND Code of Practice and its recommendations.