

The Chesterfield College Group

Special Educational Needs and Disabilities (SEND) Policy



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Manager Responsible:	Assistant Principal Student Experience and Wellbeing
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Impact Assessment status	In preparing the Policy, any potential disproportionate impact it might have upon individuals with protected characteristics, as defined in the Equality Act 2010, have been carefully considered. It is the conclusion of the College Group that the Policy does not adversely impact on individuals with any of the protected characteristics.
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Aim

The Special Educational Needs and Disabilities (SEND) Policy aims to provide a framework to ensure that those students/apprentices with special educational needs and disabilities:

1. Are treated fairly and with respect in all interactions.
2. Have access to learning opportunities which enable them to achieve their best and overcome any barriers to learning.
3. Can become confident, independent individuals who can make a successful transition into adulthood and into employment, supported employment, and/or independent living.
4. Experience respectful interactions with professionals in a learning environment where there are high expectations and aspirations for SEND students/apprentices.
5. Have an equal chance to contribute to achieve their potential, irrespective of any defining feature that may give rise to unfair discrimination.

Scope

The Special Educational Needs and Disabilities (SEND) Policy sets out how the college will:

- Work within the guidance provided in the SEND Code of Practice (2015), including full cooperation with Local Authorities for students/apprentices with SEND (the local offer), whether they have an Education, Health, and Care Plan (EHCP) or not.
- Equip children, young people, parents, carers, and professionals to have access to up-to-date and relevant information regarding the services available.
- Be ambitious for young people with SEND in providing high-quality differentiated learning experiences and support with the aim of enabling them to reach a positive destination into adult life.
- Identify and support students/apprentices who have special educational needs, additional learning needs, and/or mental ill health, ensuring that interventions are informed by the individual with SEND.
- Engage appropriately with parents/carers and other professionals supporting those with SEND to ensure joined-up solutions and achievement of the best possible outcomes.
- Continually monitor the progress of all students/apprentices, identifying needs as they arise and providing appropriate intervention and support as early as possible.

This policy and associated operating procedures apply to Chesterfield College, which includes our subsidiary companies: Training Services 2000 Ltd (Learning Unlimited Derby), Learning Unlimited ATA Ltd, Recruit Unlimited Ltd and Chesterfield College Enterprises Ltd.

Policy Statements

Chesterfield College recognises that the student/apprentice experience should be informed by a student-centred approach to meet individual learning needs and facilitate success and achievement. Where a learning difficulty or disability requires special education provision, in that it is different or in addition to that of the student/apprentice's peers, the college will ensure that the student/apprentice receives the appropriate support and teaching interventions adapted for those with SEND. The SEND Code of Practice outlines four broad areas of support:

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

The college recognises that early identification and support planning is crucial to ensure successful interventions and outcomes for those with SEND. Plans are informed by the duty to make reasonable adjustments to remove barriers to learning as defined by the Equality Act 2010.

For those children and young people with an Education, Health, and Care Plan (EHCP), support and interventions will be focused on personal as well as attainment goals and will include social development to enable successful transition into adulthood.

The Head of Inclusion undertakes the role of Special Educational Needs Coordinator (SENCO) for the college. The SENCO acts as the main point of contact and ensures full cooperation with Local Authorities. The Head of Inclusion works closely with colleagues in safeguarding, teaching and assessment, and apprenticeship recruitment/student admissions functions to advise, guide, and ensure effective SEND practice across all aspects of the business. The college supports students and apprentices with a wide range of special educational needs and disabilities. The types of support offered include:

- Support at interview.
- Individual tutorials.
- In-class support.
- Mobility support.
- Communication support.
- Specialist resources and equipment.
- Modifications to learning materials.
- Exam access arrangements (e.g., readers, scribes, prompts, extra time).

Implementation

The college will ensure that:

1. All teaching, learning, and assessment practice embodies differentiated learning which allows for identification and acknowledgment of SEND, and tutors own the learning journey, including in relation to SEND needs.
2. Staff are aware of their responsibilities as outlined above and all staff receive appropriate training and guidance to enable them to carry out their duty as defined in the Code of Practice.
3. The SEND Team will facilitate the sharing of incoming information in relation to SEND students/apprentices with tutors and will facilitate any required transition arrangements.
4. The Head of Inclusion, in their role of SENCO, will coordinate a response from the central SEND Team when a student/apprentice is identified as having SEND to ensure the successful implementation of support strategies to enable learning and development.
5. The Head of Inclusion, in their role of SENCO, will, where applicable, support the request for an Education, Health, and Care Plan assessment, including requests from the Local Authority High Needs Block.
6. In identifying and responding to SEND, the SEND Team will support tutors to identify the desired outcome and expected progress as a starting point and will engage the student/apprentice and their parent/carer as appropriate to determine a support plan, outlining the interventions required to remove barriers to learning.
7. The Head of Inclusion will ensure that the SEND Team log all support plans in college systems, which are owned and updated by tutors once in place, and that termly reports are provided to the Senior Leadership Team (SLT), including data reflecting where successful interventions have resulted in a student/apprentice no longer requiring SEND support.
8. Termly progress reviews are conducted for all those with SEND, facilitated by the tutor and including specialist SEND support colleagues, the student/apprentice themselves, and their parents/carers as appropriate.
9. SEND support will ensure that the 'Assess, Plan, Do, Review' model is followed and will facilitate any amendments to support plans following the termly reviews, ensuring that these are reflective of progress, workable strategies, and achievement of independent learning.
10. Annual EHCP reviews will be facilitated by the SEND Team as directed by the Head of Inclusion, replacing one of the termly progress reviews, with full tutor engagement.
11. The Health and Safety Team will ensure that appropriate medical risk assessments are carried out for students/apprentices with medical conditions, and that colleagues in a teaching, learning, and assessment capacity are fully aware of these risk assessments.
12. The Safeguarding Team will ensure that appropriate mental health assessments are carried out and support implemented for all students/apprentices declaring a mental health difficulty. This would include referral to counselling services where necessary.

13. The Head of Inclusion and SEND Team will engage in relevant training, development, and continuous professional development to maintain currency within SEND practice.

14. All information relating to SEND students/apprentices will be processed in accordance with data protection legislation, as set out in the college's Data Protection Policy (INF03).

Communication Flow

The SEND Policy is approved by the college's Standards and Performance Committee. The Corporation Board has nominated a Link Governor with special responsibility for equality, diversity, and inclusion matters, including the college's SEND provision.

The SEND Policy is communicated to all staff through staff induction, staff intranet, email, and training.

The Principal convenes termly Equality, Diversity, and Inclusion Committee meetings, where the college's SEND provision is considered.

The SEND Team regularly attend cross-college meetings and student/apprentice reviews to ensure that SEND teaching and support strategies are regularly discussed.

Regular updates and resources are provided via the staff virtual learning environment (VLE).

The college strives to ensure that literature for staff and students/apprentices promotes equality, diversity, and inclusion across the college, partners, stakeholders, and in the wider community.

The college website includes details of SEND provision and support structures, including how to seek support and access further information.

The Head of Inclusion regularly communicates with parents/carers, the SEND Team, external professionals, and feeder schools to support successful transition arrangements for those identified with SEND.

The college ensures that information about its programmes of study and services and made available to the widest possible audience. Publicity materials will be provided in a range of formats and will avoid prejudice and stereotyping.

The college will have a portfolio of programmes to meet a wide range of student/apprentice need, goals, and aspirations.

Monitoring

The college will monitor the effectiveness of the SEND Policy by taking a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating support so that it can be adjusted where necessary. This will involve the student/apprentice and, particularly for students/apprentices aged 16-18, their parents/carers, at all stages of the cycle, planning around the individual, and ensuring that staff have the necessary skills to support this process effectively.

Updates on the effectiveness of inclusive practice for SEND students/apprentices will be included in the termly Equality, Diversity, and Inclusion Committee reports, where committee membership includes senior managers and a member of the college's Corporation Board.

The policy will be reviewed every 3 years or as a result of legislative changes, with any amendments approved by the Standards and Performance Committee.

Associated Information and Guidance

The SEND Policy is informed by:

- [Children & Families Act 2014](#).
- [SEND Code of Practice \(2015\)](#).
- [SEND Guide for Parents and Carers](#).
- [Equality Act 2010](#).
- [Keeping Children Safe in Education](#).
- [Mental Capacity Act 2005](#).

Related Chesterfield College Group Policies and Documents

- Safeguarding Policy and Procedures – GOV05
- Equality, Diversity, and Inclusion Policy – GOV03
- Student Admissions and Recruitment Policy – CSE01
- Data Protection Policy – INF03