



Queen Mary's College

Special Educational Needs and Disability Policy

The College's Values statement includes '**To be Inclusive** in our approach to student recruitment, teaching, learning and support and **To Respond** to the needs of every learner regardless of their starting points; to empower them with the skills, knowledge and resilience necessary for success.'

This policy must be read in conjunction with the Equality and Diversity policy **and the Code of Practice 2015**, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

The College with the Governing Body will ensure that appropriate provision will be made for all students with SEND.

1. The SEND Aims of the College

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their college career
- To ensure that students with SEND take as full a part as possible in all college activities
- To ensure that parents/carers of students with SEND are kept fully informed of their son/daughter's progress and attainment
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision

2. Definition of SEND

- A young person has special educational needs if he or she has learning difficulties that call for special educational provision to be made.
- A young person has learning difficulties if he or she:
 - Has a significantly greater difficulty in learning than the majority of children of the same age
 - Has a disability which prevents or hinders the young person from making use of educational facilities of a kind provided for young people of the same age in other further education (FE) providers
- Students with SEND
 - Some students are identified as learners with high needs whereby the college receives extra funding from the local authority to meet the learner's support needs. The college is committed to ensuring individual learning programmes challenge learners to: develop their independence; improve their communication skills; make relevant personal choices and decisions; and prepare them for adult life.
 - There are students who are not learners with high needs but have SEND.

3. The Role of the Special Educational Needs and Disability Coordinator (SENDCo)

The SENDCo: Skills for Progression Development plays a crucial role in the college's SEND provision. This involves working with the Principal, College Management Team (CMT) and Governing Body to determine the strategic development of the policy.
SENDCo: Lianne Wright (lianne.wright@gmc.ac.uk)

Other responsibilities include:

- Overseeing the day-to-day operation of this policy
- Coordinating the support provision for students with SEN
- Organising dissemination of information to fellow teachers, College staff and external professionals as necessary
- Managing Learning Support Assistants (TSA/SSAs)
- Overseeing students' records including the overseeing of review meetings/annual review etc
- Liaising with parents/carers
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies
- Supporting specialist teachers
- Working strategically to ensure SEND provision is current, effective and within the legal framework outlined in the Code of Practice 2015.
- Liaise with the Local Authority to ensure appropriate funding for High Needs Funded students

4. The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting students with a Statement/Education, Health and Care Plans (EHCP)
- Ensuring that students with SEND are fully involved in college activities
- Having regard to the Code of Practice 2015 when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents of students with SEND on the college's SEND Policy, on the work done by the SEND team and progress made by students with SEND

5. Admission Arrangements

Young people with SEND are considered for admission to the college on exactly the same basis as for young people without SEND. Young people who have an EHCP will be accepted, unless the college cannot make the reasonable adjustments necessary and is unable to meet those needs or the attendance of the young person at College would be incompatible with the provision of efficient education for others, or the efficient use of resources (*extract from The Bill Section 39 subsection 4b*).

6. Categories of Special Education Need

The Code of practice 2015 does not assume that there are hard and fast categories of special educational need, but recognises that the needs of the young person and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress in school prior to transition, is seen as a significant factor in considering the need for SEND provision.

7. Education, Health and Care plan (EHCP)

An EHCP will normally be provided where, after thorough assessment, the Local Authority considers that the child requires provision and support beyond what the College can offer as the norm. However, the College recognises that a request for an assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives and outcomes for the young person. These are used to develop targets that are:

- Matched to the longer-term objectives
- Established through parental/student consultation
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified
- Reviewed annually

8. Curriculum Access

The College has adopted a whole-college approach to SEN policy and practice. Students identified as having SEN are, through teacher planning and schemes of work, as far as is reasonably practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the college offer and subject to entry requirements are integrated into all aspects of college life.

9. Links with other Agencies, Organisations and Support Services

The College recognises the important contribution that external support services make in assisting to identify, assess, and provide for, students with SEND e.g. the Educational Psychologist.

When it is considered necessary, colleagues from the following support services will be involved with students with SEND (*this list is not exhaustive*):

- Speech and Language therapists
- Physiotherapists
- Sensory Impaired Children's Service
- Hampshire Hospital Education Service
- Behaviour Improvement Team

- General Practitioner

In addition, important links are in place with the following organisations:

- The Local Authority
- Higher Education Institutes
- The business community
- The Education Welfare Team
- Children's Services
- Adult Services

10. Partnership with Parents/Carers

The College firmly believes in developing a strong partnership with parents/carers believing this will enable young people with SEND to achieve their potential. The College recognises that parents/carers have a unique overview of the young person's needs and how best to support them. This gives them a key role in the partnership.

11. Links with Schools and Transfer Arrangements

- The SENDCo or a member of the SEND team attends Year 10 and/or Year 11 reviews with external agencies where the appropriate Transition Plans are drawn up for transfer to Queen Mary's College (*K3TR or EHCP*)

12. Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The College regularly consults health service professionals. Concerns are initially brought to the attention of the relevant people in college by the SENDCo and referrals will be made as appropriate. The College Doctor (*externally, contracted arrangement*) makes regular visits to carry out statutory assessment medicals where required and where this service is stated on the EHCP. The SENDCo is involved in discussions about these students and other students with SEND seen or discussed.
- Children's/Adult Services and the Education Welfare Service will be accessed by the Assistant Principal (Personal Development, Welfare & Progression) as appropriate. Heads of Department will alert the relevant people if there is a concern they would like discussed. The AP, SENCO, Designated Safeguarding Lead (DSL), Designated Tutor, etc attend Children's Services meetings as and when required.
- There are many voluntary organisations supporting the SEND department. The SENDCo maintains an up to date list. Parents/Carers will be given details of these groups on request or as appropriate.

13. Safeguarding

In recognising the vulnerability of learners with SEND both the SENDCo and SEND Specialist are trained as DSLs.

