

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy of:	North Hampshire Education Alliance
Policy applicable to:	Queen Mary's College, Basingstoke
Policy owned by:	Kate Need – Deputy Principal
Point of contact: (if different to above)	Lucy Poynter – Director of Foundation Learning, SEND and Wellbeing (SENDCO)

Approved:	Version 3: Approved SLT 7 th January 2026 Approved LGB 20th January 2026 Approved NHEA Board 25th March 2026
Cycle of review:	<ul style="list-style-type: none"> every three years or with legislative change
Source documents:	<ul style="list-style-type: none"> SEND Code of Practice: 0-25 years 2015 (2024 updates) Equality Act 2010 Children and Families Act 2014
Related documents:	<ul style="list-style-type: none"> NHEA: Equality, Diversity & Inclusion Policy NHEA: Child Protection & Safeguarding Policy QMC: Exam Access Arrangements Policy Hampshire County Council: Hampshire Local Offer
This Policy is available in alternative formats upon request	

VERSION	UPDATE	Approval Date
1	DOCUMENT CREATED	Board of Trustees 25 May 2022
2	Updated owner/contact minor changes	Board of Trustees 25 May 2023
3	Option for review should students needs change. Addition of option for single point of contact. Addition of Safeguarding statement	Board of Trustees 25 March 2026

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 NHEA Equality, Diversity and Inclusion policy **and the SEND Code of Practice**, 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/Trust with the Governing Bodies will ensure that appropriate provision will be made for all students with SEND.

1. The SEND Aims of the College/Trust

- 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
- To ensure that students with SEND develop and progress each academic year and receive appropriate support to move on to their next step within QMC or to the most appropriate destination after QMC.

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 QMC SENDCo is Lucy Poynter (lucy.poynter@gmc.ac.uk). Her role is to coordinate SEND provision, working with the Principal, Senior Leadership Team (SLT) and Governing Body to determine strategic development and operational day to day requirements.

Other responsibilities include:

- Overseeing the day-to-day operation of this policy
- Coordinating the support provision for students with SEND
- Organising dissemination of information to fellow teachers, College staff and external professionals as necessary
- Working with the Exams Team on access arrangements
- Managing Learning Support Assistants (LSA/SSAs)
- Overseeing students' records including the overseeing of review meetings/annual review etc
- Organising any staff training required
- 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 SEND Code of Practice.
- Liaising with the Local Authority to ensure appropriate funding for High Needs Funded students

4. The Role of the Local Governing Body

The Local 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 SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

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"* (Children and Families Act 2014: Section 39 subsection 4b).

We recognise that needs may evolve over time or become more apparent once a student is enrolled, where it becomes evident that the College can no longer meet a student's needs despite reasonable adjustments, we will:

- a) Conduct a thorough review in consultation with the student, parents/carers, and relevant professionals.
- b) Endeavour to support the student in identifying and transitioning to a more suitable educational provision.
- c) Provide guidance and signposting to external agencies and local authority services where appropriate.

6. Categories of Special Education Need

The SEND Code of practice 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 SEND policy and practice. Students identified as having SEND 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.

The College reserves the right to establish a single point of contact for all correspondence with parents/carers where communication becomes excessive, unreasonable or disruptive to staff and services.

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 Wellbeing Team/DSLs as appropriate. Directors of Learning will alert the

relevant people if there is a concern they would like discussed. The SENDCo, Designated Safeguarding Leads, Designated Teacher, 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

The College affirms its commitment to safeguarding all students and recognises the heightened vulnerabilities of learners with Special Educational Needs and Disabilities (SEND). In recognising the vulnerability of learners with SEND, the SENDCo is a DSL (Designated Safeguarding Lead) and serves as a member of the College Safeguarding Team.

14. The Local Offer

Details of our provision can be found on Hampshire County Council website under Local Offer:

<https://www.connecttosupporthampshire.org.uk/>