



PETER SYMONDS COLLEGE

Special Educational Needs and Disability (SEND) Policy

Date Reviewed by SMT:	24 April 2024
Date Approved by Governors:	8 July 2024
Member of Staff Responsible:	Deputy Principal (Welfare & Progression)
Next Review Date:	July 2027

1. Our Mission

The ethos of Peter Symonds College centres on the individual. 'Counting in Ones' is our motto and is the principle which guides everything we do. Each student at the College deserves the very best and our primary purpose is to enable students to progress. As part of this, the College is committed to providing an inclusive and supportive learning environment that empowers learners with Special Education Needs and Disabilities (SEND) with strategies and adjustments, aiming to reduce barriers to learning and fulfil potential. This SEND Policy outlines the College's approach and commitment to identifying, assessing and meeting the needs of our students, within our statutory and funding duties.

2. Aims

- Early, prompt identification and assessment of individual needs of students with SEND.
- To ensure that all students, including those with SEND have access to a broad and balanced curriculum and take as full a part as possible in all College activities.
- To provide appropriate support and adjustments enabling students with SEND to reach their full academic and personal potential enabling progression and developing independence.
- To ensure a culture of inclusion and respect for diversity cross College
- To work collaboratively with parents, external agencies, schools and cross College provision to support students effectively.

3. Definition of SEND

[The SEND Code of Practice: 0-25 Years](#) states that 'a student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

Special educational provision is education that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or colleges.

4. Legislation and guidance

[The SEND Code of Practice: 0-25 Years](#)

[Equality Act 2010](#)

[Children and Families Act 2014](#)

[Keeping Children Safe in Education](#)

[JCQ Access Arrangements & Reasonable Adjustments](#)

[The Special Educational Needs and Disabilities Regulations 2014](#)

The College will offer a place to a young person if the College is named in an Educational Health and Care plan (EHCP) and the young person meets the College's entry requirements for their course unless following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or special education needs or that the placement would be incompatible with the efficient use of resources or education of others.

5. Key roles and responsibilities

Deputy Principal (Welfare and Progression)

- To inform and update the College governing body of educational needs provision provided by the College.
- To closely communicate with the head of Study Support to develop and manage the strategic development of the SEND Policy, ensuring quality of provision and related staff training needs are met.
- To monitor progress and progression of students with SEND.

Head of Study Support

- To manage daily operation of the Study Support department and staffing teams to enable the provision and delivery of high-quality support for learners with SEND alongside the Deputy Head of Study Support.
- To closely communicate with the Deputy Principal regarding resources, changing student needs and associated funding.
- To complete the annual Study Support self-assessment review.

EHCP Coordinator

- To manage the transition of students with Education Health and Care plans from school to College including supporting students and parents through the application process, College interviews, liaising with schools, consultation with local authorities, implementing transition plans and maintaining and developing links with external professionals as required.
- To ensure reasonable adjustments are in place, including access arrangements and sharing information cross-College to ensure student needs are met by the College community.

- To monitor and review individual support needs regularly in relation to EHCP outcomes developing academic, social and personal targets.
- To support students' next steps alongside the Careers department with applications for higher education, apprenticeships or employment.
- To complete risk assessments for EHCP students participating in College trips and visits, ensuring that all necessary support and safety measures are in place.

SpLD Teacher Assessors and Medical Caseworkers

- To identify, through the application process, students with disclosed learning differences and offer transition planning.
- To assess, identify, implement and review support and access arrangements, trialling and reviewing innovative ways of working aiming to develop longer term strategies for future independence.
- To share information cross-College to maximise learning and academic potential.
- To provide students with individual or group support as appropriate.

Learning Support Assistants

- To provide in and out of class support in line with identified needs for high needs students, working closely with subject teachers, developing wider skills and independence.
- To support high needs learners to fully participate in College life including trips and visits.
- To provide additional support as identified such as personal care, physiotherapy, moving and handling in accordance with training, risk assessment and safe systems of work documentation.

Directors of Curriculum & Support and Senior Tutors

- To proactively monitor the progress of EHCP & SEND students in their faculty
- To contribute to annual EHCP reviews & individual support reviews
- To liaise with the Head of Study Support & EHCP team to ensure EHCP students are effectively supported to progress

All Teaching Staff and Tutors

- All teachers are responsible for identifying students who potentially have SEND and referring appropriately.
- To monitor and deliver the strategies recommended by the Study Support team based on individual need to make the curriculum, teaching and learning accessible.
- To monitor the progress and development of students with SEND, reporting concerns through College systems.

Support Staff Managers and all College Staff

- To ensure cross College teams work in accordance with this SEND policy.
- To ensure students with SEND are treated with dignity and respect.

- To refer students for advice, guidance or concern, through the College systems.

6. Links with other agencies, organisations and cross College support services

The College recognises the importance of collaborative working with external agencies to assist with identifying and assessing needs including level of risk informing level of support required.

The College's support services have established links with agencies involved with students with SEND e.g.

- Hampshire Child and Adolescent Mental Health Service (CAMHS)
- NHS Children's Therapy Service: physiotherapy, occupational therapy, speech and language therapy
- Specialist Teacher Advisory Service
- Hampshire and Isle of Wight Educational Psychology Service (HIEPS)

The College has strong links with the local authority's SEN department across all sectors of Hampshire, in addition to growing links with nearby local authorities.

The College is able to signpost parents to external support and agencies e.g. Special Educational Needs and Disability Information, Advice and Support (SENDIASS).

7. Safeguarding

The College is committed to safeguarding all students and are particularly aware of the vulnerabilities of students with SEND. The head of Study Support is a trained designated safeguarding lead and a member of the College's Safeguarding Team.

8. Staff development and training

Key study support staff receive mandatory annual training which is embedded into practice:

- LSAs receive: invigilator training; reader/scribe training (refresher or full); moving and handling (including Evac chair) training.
- Medical caseworkers receive: invigilator training; reader/scribe training (refresher or full); Joint Council for Qualifications (JCQ) update training; moving and handling (including Evac chair) training.
- SpLD teachers and assessors receive: Joint Council for Qualifications (JCQ) update training; continuous professional development (SpLD Assessment Standards Committee approved) to maintain qualifications.

All staff receive safeguarding and prevent training in addition to other College training as directed on training days.

The College is committed to providing cross-College training for all staff relating to SEND and bespoke staff training in response to new or changing student needs.

9. The Local Offer

Details of provision can be found on the Hampshire County Council website:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

10. AHED - Roles and Responsibilities

Director of AHED

- To proactively monitoring the progress of EHCP & SEND students
- To contribute to annual EHCP reviews & individual support reviews
- To liaise with the Head of Study Support to ensure EHCP students are effectively supported to progress
- Oversee the support for all HE students with Disabled Students Allowance (DSA)

Head of Study Support

- To manage daily operation of the Study Support department and staffing teams to enable the provision and delivery of high-quality support for learners with SEND
- To contribute to annual EHCP reviews & individual support reviews
- Create individual support plans for students with SEND/DSA's
- Share support plans with Heads of Departments
- To identify, through the application process, students with disclosed learning differences and transition planning.

HE Manager

- To work closely with Head of Study Support on the co-creation of individual support plans for students with a DSA
- To ensure all teaching staff that have students with a DSA sign to say that they have read and will follow the individual support plan
- To meet with students with a DSA termly to ensure that the support plan is followed, the students' needs are fully met and gather feedback

SpLD Teacher Assessors

- To assess, identify, implement and review support and access arrangements, trialling and reviewing new innovative ways of working aiming to develop longer term strategies to develop future independence.
- To provide students with individual or group support as appropriate.

Learning Support Assistants

- To provide in and out of class support in line with identified needs for high needs students, working closely with subject teachers, developing wider skills and independence.

All Teaching Staff and Tutors

- All teachers are responsible for identifying students with SEND and referring appropriately.
- To monitor and deliver recommended strategies based on individual need to make the curriculum, teaching and learning accessible.
- Follow SEND/DSA support plans and contribute to termly reviews with the Head of Study Support

Support Staff Managers and all College Staff

- To ensure cross College teams work in accordance with this SEND policy.
- To ensure students with SEND are treated with dignity and respect.
- To refer for advice, guidance or concern, through the College systems.

Related Policies & Documents

- Admissions Policy
- Educational Trips & Visits Policy
- Equality, Diversity and Inclusion Policy - Students
- Fitness to Study Policy
- Moving and Handling of People Policy
- Personal Care Guidance
- Prevention of Bullying and Harassment Policy
- Safeguarding of Children, Young People and Vulnerable Adults Policy
- Accreditation of Prior Learning (HE)
- Admissions Protocol (HE)
- Student Charter (HE)
- Support for Students (HE)

When this policy was reviewed, consideration was given to equality and diversity in the context of the 2010 Equality Act and any necessary updates agreed.

Appendix 1 - EHCP Support Infographic



PETER SYMONDS COLLEGE EHCP SUPPORT



1. CONSULTATION

- Close relationships with the local authority SEN department
- Swift responses to consultations
- Careful consideration as to students' ability, aptitude and SEN



2. APPLICATION

- Year 10 Taster Day support
- College applications screened for support required
- Open evenings for students and families to discuss provision



3. TRANSITION

- College attend Year 11 annual reviews and liaise with schools
- Bespoke transition meetings offered to students and families
- Year 11 Welcome Day support

4. ENROLMENT

- Students allocated to faculties for senior tutor support
- Students meet weekly with individual EHCP caseworkers
- Schedule of provision provided to students and families



5. REVIEW

- EHCP targets and provision shared with teachers
- Termly support review meetings
- Ongoing assess, plan, do, review
- Annual reviews held with all stakeholders and draft shared

6. MOVING ON

- Support into higher education, training or employment
- Careers guidance with specialist SEND events
- Close relationships with employers and training providers



[PSC.AC.UK/STUDY-SUPPORT](https://psc.ac.uk/study-support)