



SEND Policy

*Integrity, Supportiveness
& Valuing Others*



Our Mission Statement

To inspire learners to recognise and achieve their full potential

Our Beliefs and Values

Excellence, Passion, Team Work, Integrity, Innovation,
Sustainability, Valuing Others and Supportiveness

SPARSHOLT COLLEGE HAMPSHIRE incorporating ANDOVER COLLEGE

The **SEND Policy** was approved by the Board of Governors in March 2020 and is the current version.

Deputy Principal	Located: College Intranet
	College Website
	To be reviewed in February 2021

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SEND POLICY FUNDAMENTALS

Sparsholt College Hampshire (“the College”) believes that:

- Our Mission should apply equally to all students irrespective of their starting point and special needs
- The success of all students is the shared responsibility of all staff
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning should be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification of Special Educational Need, and/or Disability (SEND), is essential
- There needs to be a flexible continuum of provision for students with SEND
- SEND and high needs funding need to be used efficiently to ensure good progress of students with additional needs
- It is important that staff are given appropriate training to allow them to meet a wide range of SEND needs within the student community they teach.
- Students should be encouraged to provide their feedback on learning as part of continuous improvement
- Governors should have access to regular and clear information which will allow them to monitor and evaluate the effectiveness of the SEND policy

POLICY OBJECTIVES

The College seeks to provide:

1. An environment where students progress and achieve to their potential, based upon a timely assessment of need, which results in a supportive, secure and enabling environment where the student feels valued
2. Access to a broad, balanced, curriculum with sufficiently individualised targets and assessment opportunities taking into consideration the views and wishes of students, or their advocates, and accounting for their age, maturity and capability
3. Access to an appropriate study programme, a full range of college services, and the wider aspects of college life
4. Effective access to appropriate members of College and, where appropriate, external support staff to ensure that an individual's needs are fulfilled

SEND POLICY FRAMEWORK

The College seeks to ensure that all individuals are supported to fulfil their academic potential through the mitigation, wherever possible, of any barriers. In addition, this policy is guided by the College's statutory responsibilities under the Children and Families Act (2014) as defined by SEND Code of Practice (2015), which identifies that 'mainstream educational settings (including post 16 institutions) **must use their best endeavours** to secure the special educational provision called for by the student's or young person's needs.'

The SEND Code of Practice sets out the vision that: *"Professionals who work with students and young people who have a special educational need should strive to enable them to achieve at school and college, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community."*

To this end the policy seeks to ensure that the needs of all applicants who have special educational needs and disability are appropriately provided for during their contact with the College by ensuring that each individual (and parents, guardians, and carers where appropriate) has access to:

- appropriate guidance, support, and mentoring prior to enrolling at the college and during their studies
- accurate, and sensitively delivered, assessments which enable the effective planning of transition processes
- a suitable study programme where individual needs can reasonably be met in an educational context, including access to appropriate support and resources
- an agreed programme of support which is based upon the up-to-date, relevant, assessment of needs provided by the individual *prior* to starting their study programme
- relevant support services, from the date of enrolment to help them achieve
- a regular review of their needs, during their course of study, so that appropriate, relevant, support can be varied or maintained.

The College works with parents and professional agencies to discharge our distinct and statutory duties towards our applicants and our learners. We believe in adopting a graduated approach to SEND on a spectrum of lowest need, which we term 'SEN support' up to those with higher needs where they have an 'Education, Health and Care (EHC) Plan'. This graduated approach to inclusion, admission and support ensures that the college evaluates and where possible, meets the SEN and disabilities needs through differentiation and consequently our obligations and best endeavours in accordance with the Equality Act 2010.

However, in the unusual event where an EHCP is undeclared prior to admission and where the College is unable to meet additional needs adequately despite best endeavours and all reasonable adjustments, the College reserves the right to withdraw the place.

KEY TERMS & DEFINITIONS

Special Educational Needs (SEN)

A student is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if they find it much harder to learn than students of the same age. A learning difficulty means that the student either:

- a) has significantly greater difficulty in learning than the majority of students of the same age
- b) has a disability, which either prevents or hinders the student from making use of the educational facilities which are provided for students of the same age in a mainstream school

Special educational provision

Educational provision, which is additional to, or different from, the provision made generally for students of the same age in a mainstream school. (Ref SEND Code of Practice, 2014)

APPENDIX 1

SEND OFFER DURING A PERIOD OF FORCED CLOSURE

Students with special educational needs and/or disabilities (SEND) may be offered the opportunity to remain in college during a period of forced closure (for example, a pandemic) in order to safely meet their needs.

In circumstances where the parents do not want to send the young person to college, for example they have underlying health conditions that put them at severe risk, the College will continue to deliver teaching and learning in addition to academic and wellbeing support remotely.

The Additional Learning Support (ALS) team will assess the level of risk and support required based upon the students EHCP and their known 'ways of working'. This will vary from daily contact with the students, to weekly 1:1s with the student and/or parent.

Academic staff will be mindful of learner needs when setting online learning, and in some cases will provide alternative learning materials to meet the student's needs.

Young people with autism spectrum conditions may well find it difficult to accept that 'college' work should be done at home - they find ordinary homework difficult to accept. Their levels of anxiety will be higher than usual and may lead to more panic attacks or 'melt-downs'. Staff will be mindful of this and will be guided by the ALS team on the volume of work set and required level of engagement.