

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

• Rationale

This **SEND** policy provides a comprehensive breakdown of the processes and support available to students with **SEND**. In line with government and local authority policy on inclusion, we welcome to the college students with both high and low priority needs and strive to expand our expertise in meeting a comprehensive range of needs.

Collingham seeks to ensure the educational progress and overall well-being of all its students. We believe that a child with **special educational needs** should have their needs met; that the views of the child should be sought and taken into account and that parents have a vital role to play in supporting their child's education.

James Alder is the Principal at Collingham who oversees the whole **SEND** provision. **Simone Shaw** is the appointed **SENDCo** (Special Educational Needs and Disabilities Co-ordinator), who ensures the successful overview and day-to-day running of all matters relating to **SEND**. She can be contacted via email at simone.shaws@collingham.co.uk. Simone works in tandem with the Vice Principal and school counsellor Emma Clyne. She can be contacted via email at emma.clyne@collingham.co.uk.

• Principles

The college aims to identify students with **Special Educational Needs (SEN)** at the earliest opportunity and offer appropriate provision. Our college seeks to offer students with **Special Educational Needs** full access to a broad and balanced curriculum. There is a whole college approach which involves all staff in understanding how to support students with **Special Educational Needs**. All staff have a responsibility to **differentiate** lessons to cater for individual learning needs. It is the policy of the college that students who have been accepted into the college will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an **inclusive** college, determined to meet the needs of all our students. Our college has a clear approach to identifying and responding to **SEN**. In identifying needs at the earliest point, we endeavour to make effective provision improvements **implying** long-term outcomes for the young person. Teachers at our college will use appropriate assessment to set targets which are deliberately ambitious.

• Interpretation: What are special educational needs (SEN) or a disability?

Independent colleges are required to follow the **Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities** (DfE and Department for Health: 2014).

SEN (Special Educational Needs): We identify a student as having **SEN** where their learning difficulty or disability calls for **special educational provision**, namely provision different from or additional to that normally available to students of the same age. Students who might require additional support at our college include:

- students with specific learning differences e.g. dyslexia, dyspraxia;
- the gifted and talented;
- students with hearing and/or visual impairment;
- students with social, mental and emotional needs; and/or
- students with specific physical and medical conditions.

Disability: Many children and young people who have **SEN** may have a disability under the **Equality Act 2010**—that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

• Aims and Objectives

Collingham holds high aspirations and expectations for young people with **SEN** in our college. All young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives;
- and make a successful transition into adulthood, whether into employment, further or higher education or training.

Although we aim to make provision for identified **Special Educational Needs**, it may not always be possible to do so within the college’s resources. In such cases, the Principal and the student’s parents would be informed.

The aims of this policy are to:

- create an environment that meets the special educational needs of each student and provides independence;
- ensure that the special educational needs of students are identified, assessed and provided for;

- make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage;
 - enable all students to have full access to all elements of the college curriculum and give them support for exams;
 - ensure that students with **SEN** engage in the activities of the college alongside students who do not have **SEN**;
 - fulfil statutory requirements in administering the correct procedures for students with **Education and Health Care Plans** and provide a ‘safe environment’ for students in crisis;
 - plan for smooth transition from **KS3** to **KS4**, and **KS4** to **KS5**;
 - ensure that parents are made aware of the support needed by external professionals to meet the needs of our valuable learners;
 - to work in cooperation with parents and outside agencies to use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
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• Admission Arrangements

Collingham has an open enrolment policy and admits students to the college at the discretion of the Principal. Students with additional needs will be admitted if the college can offer appropriate support. However, every effort will be made to accommodate a student with Learning Needs. If necessary, the **SENDCo** or a member of the **SEND** team will meet the student and talk to parents to discuss how we can accommodate student needs in greater detail.

Our college regularly reviews and evaluates the quality and breadth of the support we can offer or can access for students with **SEN** or disabilities. We also consider our duties, as they apply to us as an independent college, under the **Equality Act 2010**. We give careful consideration in advance to the young people we can accommodate in our college. Due to the demands upon its resources, we limit the number of students we can accommodate with an **EHCP**, although the number can depend on the nature of the students’ needs and provision required. College leaders will regularly review how expertise and resources used to address **SEN** contribute to the quality of whole-college provision as part of their approach to college improvement.

• Identification of Students with Special Educational Needs and Disabilities

The identification of **SEN** will be built into the overall approach to monitoring the progress and development of all students. If a student has already been identified as having learning needs, relevant reports should be provided to the college. The college may also request the student’s **SEND** file from their previous institution. College leaders and teaching staff, led by the **SENDCo**, will identify any patterns in the identification of **SEN**, both within our college and in comparison with national data and use these to reflect on and reinforce the quality of

teaching. When necessary, parents will be advised to carry out further independent assessments in order to ascertain a student's **SEND**.

The identification of students with **special educational needs and disabilities** can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process;
- by review of the student's **EHCP** or **IEP**;
- by staff recognition/observations of a student whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a student who is experiencing emotional/behavioural problems;
- through discussion with external professionals such as consultants, counsellors, therapists;
- through concern expressed by parents, or the student themselves;
- liaison with feeder schools;
- student performance judged against **GCSE/A Level attainment descriptors**;
- at **GCSE** entry by **Yellis** score;
- at **Alevel** entry by **Alis** score;
- other standardised screening or assessment tools.

Subject teachers, supported by the **Senior Leadership Team**, will make regular assessments of progress for all students. These assessments will seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers; and/or
- widens the attainment gap;
- discrepancies between work produced in class, for homework, and within timed tests.

Identification can also include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. This is identified via half-termly tracking of student progress. **Personal Tutors** and teachers discuss all students and make referrals to the **SEN** team regarding any students causing concern. The first response to such progress will be high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the **SENDCo**, will assess whether the student has a **SEN**. While informally gathering evidence (including the views of the student and their parents), our college will not delay in seeking parental consent to put in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Collingham recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a **special educational need**. This might be:

- Disability, where reasonable adjustment under the **Disability Equality legislation** can enable a child to make normal progress
- Attendance
- Health and welfare
- **English as an additional language**

Our college will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. This can have an impact on well-being and sometimes can be severe. Collingham College will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Identifying and assessing **SEN** for children or young people whose first language is not English requires particular care. Our college will look carefully at all aspects of a young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from **SEN** or a disability. However, difficulties related solely to limitations in **English as an additional language (EAL)** are not classed as **SEN**.

Sometimes children present with challenging behaviour. This is not necessarily because they have a **special education need**, but should be seen as a form of communication that needs to be thought about and addressed.

We advise that if parents have concerns relating to their child's learning then these should be initially discussed with the child's **Personal Tutor**. This may then result in a referral to the **SENDCo**. Parents may also contact the **SENDCo** or Principal directly if they feel that this is more appropriate.

• **Special facilities:**

The **SEND** team is made up of the **SENDCo**, the **Vice Principals**, the student counsellor and staff providing **Learning Support** to students. Collingham has an **open-door policy** whereby students are welcome to visit and discuss concerns with the **SENDCo** and the **SEND** team to ensure targeted, personalised support, irrespective of whether they have a specialist provision.

As a matter of course, our teaching provision comprises small class sizes with a maximum ratio of **1:8 at Key Stage 5**; and **1:9 at Key Stages 3 and 4**. This form of intervention allows targeted teaching and learning, and greater opportunities for students to have their work differentiated.

We have dedicated rooms in the **GCSE** and **A-level** building for **1:1 sessions** and confidential work, in addition to a supervised study room. This provides silent, structured workspaces where students can practise their independent study skills.

Students who are struggling to access the curriculum may be offered individual subject-specific tuition or **1:1 learning support sessions**. These may take an academic and/or therapeutic approach to help meet individual student needs, whilst enhancing academic engagement and achievement.

For our **GCSE English and Maths** curriculum, we offer small-sized intervention groups to focus on literacy, numeracy and exam-focused skills in order to close attainment gaps. **IELTS** is also offered to our **EAL** and **bi-lingual** students, if required.

Individual **SEND** files are kept in locked filing cabinets in the **SEND** office.

A range of teaching resources are used to enhance engagement, learning and academic progress. These include, but are not limited to, **ICT** facilities.

• **What Collingham College does: SEN Support**

Where a student is identified as having **SEND**, our college will take action to remove barriers to learning and put effective special educational provision in place. Decisions relating to the support of a student's **SEND** will be cyclically reviewed and actions revisited, refined and revised, as the college gains a growing understanding of the student's needs and the support required for the student to make good progress and to secure good outcomes.

We listen to and address any concerns raised by parents and the students themselves.

Subject teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching, delivered within a small-class setting, differentiated for individual students, is the first step in meeting the needs of any student who has or may have **special educational needs**.

Our college will regularly and carefully review the quality of teaching for all of our students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the **SEND** most frequently encountered.

All students with **SEND** have individual targets. Their **IEPs (Individual Education Plan)** documents strategies to support their learning needs so as to help them achieve their targets. These are accessible to staff via the **Day Book**. Students' attainments are tracked by the **SENDCo** and **Personal Tutors** and those failing to make expected levels of progress are identified. Additional action to increase the rate of progress will then be identified and implemented and may include a review of the impact of the differentiated teaching being provided to the student, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during the course of the student's studies at Collingham that a special educational provision is required, parents will be informed and consulted that the college considers their child may require **SEND** support and partnership sought in order to improve attainments. Students themselves will be consulted during this process.

Students with medical needs will be provided with a detailed **Health Care Plan**, compiled in partnership with the college, parents, students, and outside agency/professionals, if appropriate.

An **Education, Health and Care Plan** will set out clearly the special educational needs of a child or young person, what support they need, and who should provide it. Where a child who has an **Education, Health and Care (EHC) Plan** joins our college, we will always consult with parents and, where appropriate, the **Local Authority** to ensure that the required curriculum is provided for as set out in the **Education, Health and Care (EHC) Plan**. For those students who are funded by their **Local Authority**, we will also co-operate with the

authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The college will make reasonable adjustments to meet the needs of students with an **EHC Plan**. Any additional services that are needed to meet the requirements of the **EHC Plan** or additional services such as dyslexic tuition will be subject to charge. However, we may not be able to meet the needs of all **EHCP** students if this means that we have to make unreasonable adjustments, or the Collingham provision is not appropriate. In such cases, we would liaise with the **Local Authority** and/or parents accordingly.

• **Examination Access arrangements**

The college adheres fully to **JCQ rules and regulations** both in relation to internal and external examination candidates. A copy of the **JCQ Handbook** is made available to parents and students on request.

To ensure compliance with **JCQ**, Collingham must re-assess all students who have **access arrangements** on the grounds of a learning difficulty upon entry. These will be carried out in-house by our **qualified level 7 assessor**. Parents will be consulted about this prior to assessments taking place in order to establish whether a full psychometric assessment with written report is required, or only the completion of a **Form 8**. This process is paramount to not only ensure that we are compliant, but also that students with **SEND** have the correct **access arrangements** in place to support their needs.

Evidence for **access arrangements** will need to be obtained and kept on file. Dependent upon a student's need for **access arrangements**, student, parents, and external professionals will be consulted in order to achieve this.

Sometimes students without **SEND** may need to use a word processor as an **access arrangement**. In such cases, the following, which is **in line** with **JCQ** regulations, applies:

The use of a word processor or laptop cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's **normal way of working** within the centre. This will be assessed by the **College SENDCo**, who will also determine the eligibility of the requirement. The **SENDCo** will have liaised with teachers and other working professionals where needed in order to establish the requirement of a word processor.

The types of candidates that Collingham considers would benefit from the use of a word processor for example, are candidates with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;

- poor handwriting.

Applications for **access arrangements** on medical grounds will require medical evidence to be provided.

• **Use of data and record keeping**

Our college has developed its own approach to record keeping in line with the requirements of the **Data Protection Act 1998**. The provision made for students with **SEND** will be recorded accurately and kept up to date. As part of any inspection, **ISI** will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any **SEND** support provided.

All data is retained and disposed of in accordance with the college's **Retention and Disposal of Data Policy**.

• **Statutory Procedures regarding students with an EHCP**

At our college, students with an **Education and Health Care Plan** are overseen by the **SENDCo**. This person has responsibility to:

- ensure the requirements of the **Education and Health Care Plan** are fulfilled;
 - advise college staff about appropriate strategies;
 - devise, monitor, and review any individualised strategies and interventions;
 - liaise with the student/parents and outside agencies as appropriate;
 - chair annual reviews;
 - liaise regularly with the student.
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• **Monitoring, review and evaluation**

The **SENDCo** takes the lead in drawing up **Individual Educational Plans (IEPs)** for **EHC plan** students, and others with **SEND**. The **SENDCo** liaises with the student and their parents (where necessary), as well as subject teachers, and incorporates their comments and suggestions within the stated challenges and support strategies.

The Principal reviews this policy every two years and meets with the **SENDCo** annually to consider any amendments which may be necessary.

• Involving Specialists

The college informs parents when it is judged that engagement with an external specialist is necessary and helpful. It is the parents' responsibility to engage specialist support beyond that which can be provided in college by the **SENDCo** and the **learning support assistants** and the **SENDCo** will provide information and support to parents in accessing such expertise as best they can. Whilst the college does not accommodate external specialists in working with students within the college, the **SENDCo** will provide information to the specialist to enable them to support the student as effectively as possible.

• How will students with SEND be included in activities outside of the classroom including college trips?

The college provides a range of activities outside the classroom. All students, including those with **SEND**, are encouraged to attend and the college puts in place whatever provision is necessary to ensure complete inclusivity. **Risk assessments** are carried out and procedures are put in place to enable all students to participate in all college activities.

• Training

The college seeks to ensure that all staff are appropriately trained to support students with **SEND**. This is done in a variety of ways:

- information uploaded to the **Daybook**, specific to individual students;
- information via the **Staff handbook**;
- **INSET /CPD**;
- **SENDCo** regularly obtains information from independent **SEND** forums in order to keep up to date with local and national updates in **SEND**;
- information from specialist services advising how to support students with **SEND** will be cascaded and delivered to staff;
- training on **access arrangements**, delivered by the **Exams Officer**;
- **Exams Officer** and staff are kept up-to-date with **JCQ** requirements to ensure that students with **Special Arrangements** are not disadvantaged.

The training needs of staff are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. The **SENDCo** will contribute to staff induction training to explain the systems and structures in place around the college's **SEND** provision and **practices**, and to discuss the needs of individual students.

Awareness training will be provided to all staff on such areas as:

- How to support students with **ADHD**
- How to support students on the **autistic spectrum**
- How to support students with **SpLD**, including those with dyslexic or dyspraxic needs

- How to support students with social and emotional needs
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• **Able Students**

Provision for our students falling within the categories of **Able, Gifted and/or Talented** is made through our **Electus Programme (EP)**, overseen by the **EP Coordinator**. Their needs and abilities are individually profiled and they are catered for both within the classroom and with additional enrichment opportunities. For further information, please refer to the **Electus Programme policy**, inclusive of **Able, Gifted and Talented**.

• **Roles and responsibilities:**

Special Educational Needs and Disabilities Co-ordinator (SENDCo): It is the responsibility of the **SENDCo** to co-ordinate the operation of the **Special Educational Needs Policy**. The **SENDCo** who has an important role to play in determining the strategic development of **SEND** policy and provision in our college. The **SENDCo**:

- will be able to work with professionals providing a support role to families to ensure that students with **SEND** receive appropriate support and high quality teaching.
- oversees the records for all students with **special educational needs**;
- maintains the college's **SEND and EAL lists**;
- liaises with and advises fellow staff and parents of students with **special educational needs**;
- works with external agencies, professionals and specialist tutors as appropriate;
- designs and monitors **Individual Educational Plans** and **Educational Health Care Plans** as and when required;
- provides professional guidance to staff in developing strategies to meet effectively the learning and well-being needs of all students at our college.

Heads of Departments and Teachers:

- to plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to a curriculum that challenges all students to reach their full potential.
- to work in collaboration with the **SEND** team to develop resources and ensure effective use of support.
- to plan lessons that address areas of difficulty and to remove barriers to student achievement.
- to ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- to monitor the academic progress of students with **SEND** across the curriculum, ensuring that identified strategies are in place.
- to make referrals to the **SENDCo** or **Personal Tutor** where a concern is identified.

College Senior Leadership Team:

- to monitor, evaluate and review the quality of teaching and learning across the subject area with regard to students with **SEND**.
- to ensure statutory requirements are met for students with **SEND**.

Partnership with parents and carers: Our college works closely with parents in the support of those students with **special educational needs or disabilities**. Teachers provide detailed, personalised feedback on the progress of students with **special education needs** to parents at **Parents' Evenings** and through reporting, and will communicate more frequently as the need arises, for example through telephone calls or specially-arranged meetings. We inform the parents of any intervention and we share the process of decision-making by providing clear information relating to the education of students with **special educational needs**.

Finally, parents can provide essential information on the impact of **SEND** support outside college and any changes in the student's needs. Where necessary, in addition to discussions with students, parents will be invited to meet with the **Personal Tutor**, the **SENDCo** and the subject tutor to discuss the effectiveness of the strategies and support being employed in relation to the student's progress. The views of the student will be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate college staff. A record will also be given to the student's parents.

• **Student participation:**

In our college we encourage students to take responsibility and to make decisions. This is part of the culture of our college and relates to students of all ages. Students who receive additional learning support are involved at an appropriate level in setting and reviewing specific targets for the subjects they are focusing on in their private sessions. In addition, students with an **EHC Plan** are involved in setting targets in their **IEPs** and in the **IEP review meetings**. Students are encouraged to make **judgments** about their own performance against their targets. We recognise success here as we do in any other aspects of college life and we value student and parent feedback in informing new targets.

• **Disability Discrimination Act**

Our college will endeavour to provide for students who have a disability and to enable them to realise their potential. We would always consider admitting any student - no matter what accompanying disabilities they have - providing we are confident that we are able to meet their **special educational needs**. In the light of the **Disability Discrimination Act**, we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our **Accessibility Plan** and also our **Single Equalities Policy**.

• **Complaints**

Parents are encouraged to discuss any concerns with the student's **Personal Tutor**, the **SENDCo**, the **Director of Studies**, or the **Principal**. All complaints will be dealt with, or referred to the appropriate person, according to the college's **Complaints Policy**.

• **Monitoring and evaluation**

- This **SEND** policy will be subject to continuous monitoring, refinement and audit by the Principal.
 - The Directors undertake a review of this policy and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if changes in legislation, **regulatory requirements apply**.
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• **Legal Status**

This policy is written with reference to inclusive education under the following **Legal Status**':

- **Articles 7 and 24 of the United Nations Convention of the Rights of a Persons with Disabilities**
- **Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.**
- **School Admissions Code of Practice**
- **SEND Code of Practice 0-25 (June 2014)**
- **Part 3 of the Children and Families Act 2014** and associated regulations including the **Special Educational Needs and Disability Regulations 2014** (linked to clause 64)
- **Equality Act 2010: advice for schools DfE Feb 2013**
- **Schools SEN Information Report Regulations (2014)**
- **Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)**
- **The National Curriculum in England framework document (September 2013)**
- **Safeguarding policy**
- **General Data Protection Regulation (GDPR)**
- **the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989**

Related documents:

- **Single Equalities Policy; Curriculum, Teaching and Learning Policy; Homework, Marking and Assessment Policy; Electus Policy; English as an Additional Language Policy; Disposal and Retention of Data Policy; JCQ Handbook**
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Signed:

Date: September 2025

James Alder
Principal

Edward Browne and William Marsden
Board of Directors