

SEND Policy

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1. Aims

This policy outlines The RNN Groups commitment to meeting its statutory duties to learners with Special Educational Needs and Disabilities (SEND), and providing an inclusive, safe learning environment where learners with SEND can thrive and succeed.

The RNN Group fully endorses the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015, and aims to operate a whole learner, whole college approach to the management and provision of support for special educational needs. All learners are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, higher education or training.

The RNN SEND policy aims to:

- Identify how the RNN Group will support and make provision for learners with special educational needs and difficulties (SEND)

- To work within the guidance provided in the SEND Code of Practice
- To provide support and advice for all staff working with learners who have special educational needs
- To ensure access to the appropriate curriculum for all learners
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

This policy applies to all learners with special educational needs and disabilities, their parents/carers and staff.

2. Legislation and guidance

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, (2014 update 2015)
- The Special Educational Needs and Disability Regulations (2014)
- The Equality Act (2010)
- Keeping Children Safe in Education (September 2022)
- The Special Educational Needs (Personal Budgets) Regulations 2014

3. Definitions

A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 education.

The Equality Act (2010) defines disability as “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”.

Learners with a disability do not necessarily have SEND, but there is a significant overlap between disabled learners and those with SEND. Where a disabled learner requires special educational provision they will be covered by the SEND definition.

4. Roles and responsibilities

4.1 The Named person(s) responsible for SEND will:

- Oversee the day-to-day operation of the College’s SEND policy in line with its duty under the SEND Code of Practice
- Liaise with designated tutors where a Looked After Child has SEND
- Identify contact(s) to liaise with parents of learners with SEND
- Identify contact(s) to link with other education settings and outside agencies
- Jointly ensure that SEND records are up to date in consultation with Curriculum Managers
- Monitor and track the progress of learners with SEND
- Oversee the procedures in relation to Access Arrangements and Special Consideration regulations and Guidance
- Liaise with the Examinations Officer and Human Resources to ensure appropriate recruitment of staff

- Ensure the policy and procedures for additional support, SEND and access arrangements is available to all staff and that appropriate training is provided
- Liaise with Facilities Management to ensure compliance with all appropriate SEND legislation and guidance.

4.2 The Governing Body

The SEND Link Governor will:

- Have an awareness of the legal responsibilities relating to equality and the statutory duties on post-16 institutions as specified within the Children and Families Act 2014.
- Ensure that there is a named Link Governor for SEND, and that they are able to carry out their duties, including accessing training.
- Ensure that the Link Governor completes a SEND link visit twice a year, reporting back to the board to confirm that the college is meeting its statutory duties to SEND learners, and making the necessary reasonable adjustments.
- Be fully involved in developing and monitoring the college's SEND Policy through the designated Link Governor for SEND.
- Work with SLT to determine the strategic development of the SEN policy and provision in the Group
- Monitor the quality and effectiveness of SEND within the group and update the governing board on this as appropriate.

4.3 The Deputy Principal/CEO will:

- Provide strategic leadership for the college in all matters relating to SEND and High Needs.
- Ensure that the Senior Management Team are up to date and knowledgeable about the college's SEND provision.
- Ensure that SEND provision is an integral part of the college self-assessment.
- Ensure that the quality of SEND provision is continually monitored, and any concerns are addressed as a matter of urgency.
- Ensure that the SEND curriculum offer is included in all relevant marketing (such as college prospectus and website), and is part of the Local Offer for Rotherham and neighbouring authorities.
- Ensure that all staff receive training on their responsibilities under the Equality Act.
- Ensure that all staff are aware of this policy and the demands it places on them.
- Ensure that data is available and analysed as part of equality monitoring.

4.4 Tutors

All tutors are responsible for:

- The progress and development of every learner in their class.
- Working collaboratively with Learning Support Assistants and/or other specialist staff to plan, assess and review the impact of the support and interventions provided to remove any barriers for learners with SEND.
- Working with the ALS Team and in line with Quality procedures to review the incremental progress learners make and inform any changes to the provision as and where required.
- Ensuring compliance with this policy and their Duty under the SEND Code of Practice.
- Contributing to the EHCP annual review process.
- Delivering a differentiated curriculum enabling all learners to make progress.
- Promote an inclusive environment within any teaching and learning environment.
- Ensuring any materials and resources used are accessible to all learners.
- Ensuring learners with SEND are not disadvantaged by the teaching or assessment methods.

- Adapting delivery styles and assessment methods to meet the needs of individual learners where possible.
- Maintaining effective working relationships with the ALS team, ensuring any learning based reasonable adjustments needed have been implemented.
- Undertake CPD that supports the development of their knowledge and understanding of SEND.
- Applying for Exam Access Arrangements (EAA) for learners and will:
 - Complete the EAA Application form and forward to the ALS Department by the published internal deadline.
 - Refer a learner to the ALS Department if a support need has been identified on programme.
 - Inform the Exams Department that the learner requires access arrangements reflecting their 'normal way of working' within class and any mock exams.
 - Notify the learner of the arrangements that have been approved for the exam thus allowing learners to raise any concerns in advance.

4.5 Additional Learning Support Teams

Head of SEND and High Needs Will:

- Support SLT to ensure that this policy is effectively implemented.
- Create and implement effective processes for the identification of SEND and referral for support.
- Create and implement effective systems and procedures for the recording and delivering of ALS across the college.
- Work with schools, colleges, local authorities and HE institutions to ensure effective transition between stages of education.
- Work with the examinations team to ensure that effective processes are in place regarding Exam Access Arrangements.
- Ensure that statutory duties regarding EHCP processes are adhered to.
- Ensure recruitment of qualified and knowledgeable support staff.
- Ensure support is deployed in line with the Graduated Response approach and compliance with this policy and the SEND Code of Practice.

ALS Practitioners/Exams Practitioners will:

- Collate, record and process all relevant Exam Access Arrangements (EAA) forms timely in accordance with internal deadlines. This includes Form 8's and Centre Notes.
- Respond/Refer back to curriculum staff if incomplete/inaccurate applications are received or referrals for support needed.
- Invite the learner in for a specialist assessment, if applicable
- Work collaboratively with the exams department when processing EAA.
- Support the named person responsible for SEND in researching developments and updates to access arrangements and SEND guidance and legislation.
- Carry out ALS support appointments and assessments to identify need and recommend strategies to overcome presenting difficulties.
- Carry out individual care assessments/risk assessments where appropriate
- Provide assistive technology training and support
- Work collaboratively with vocational teams to ensure ALS strategies are implemented and embedded as part of the curriculum delivery.
- Have a multi-agency approach to ensure the ALS packages for learners are individualized and meets learners needs in respect to their diagnosis and/or EHCP requirements.

Learning Support staff will:

- Support the inclusion of all learners, ensuring they have equal access to opportunities to learn and develop in conjunction with this policy and their duty under the SEND Code of Practice.
- Have an in-depth knowledge of all the learners with SEND within their caseload and ensure they are supporting to remove any barriers to learning by implementing strategies and recommendations within the learners ALS plan/EHCP.
- Contribute to the setting and reviewing of personalized targets.
- Work with tutors to ensure that SEND learners' needs are met and they are making progress towards their individual outcomes.
- Measure the impact of ALS for learners with SEND by conducting regular reviews.

4.6 Examinations Team

Exams colleagues will:

- Work collaboratively with the Exams Practitioners to ensure the relevant EAA documents & reports are completed and on system
- Alert ALS and tutors if there is no report or if it has expired.
- Apply to the respective Awarding Bodies for approval for each exam
- Alert the LSA Coordinators if additional exams support required i.e. readers, scribes.
- Provide individual and group training in relation to; invigilation, being a reader/scribe.

4.7 Facilities Management

Caretakers will:

- Ensure that mobility access and travel within college is maintained at all times
- Ensure that risk assessments are in place for all learning environments and examination rooms
- Ensure that appropriate toilets sited near examination and learning environment are accessible and in good working order
- Emergency Evacuation routes have level exits and plans in place
- Provide suitable tables and seating for classrooms and examinations for SEND candidates

4.8 Curriculum Management

Curriculum Managers will:

- Ensure compliance with this policy and their Duty under the SEND Code of Practice.
- Co-ordinate provision for learners with SEND in consultation with the ALS team.
- Ensure that reasonable adjustments are made to the learning environment for SEND learners including access to the learning environment
- Timetable sessions with consideration to learners with SEND
- Liaise with awarding bodies to make reasonable adjustments to the curriculum where appropriate and practical
- Contribute to the EHCP annual review process

4.9 Human Resources

Human Resources will:

- Ensure recruitment of support staff and invigilators follows normal Group policy with regards to disabled applicants
- Coordinate training events to raise awareness, skills and knowledge of staff in relation to SEND
- Support the ALS Management to ensure appropriate recruitment of support staff

4.10 Learners

Learners will:

- Take responsibility for disclosing their additional learning support needs at the earliest possible opportunity.
- Attend ALS assessment appointments/meetings and reviews.
- Act on agreed and recommended support strategies.
- Inform the college of any changes to need.

5. Information regarding SEND Support

5.1 SEND support provided:

The RNN Group is committed to providing every learner the opportunity to reach their full potential. This means additional support and/or tailored provision may be required to meet a variety of needs. This includes, but not limited to:

- Communication and Interaction, e.g. Autistic Spectrum Disorder/Asperger's Syndrome, Pathological Demand Avoidance (PDA), Speech, Language and Communication difficulties, selective Mutism.
- Cognition and Learning, e.g. Dyslexia, Dyspraxia, Dyscalculia, Specific/Moderate/Severe Learning Difficulties.
- Social, Emotional and Mental Health Difficulties, e.g. Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Attachment Disorder.
- Sensory and/or Physical needs, e.g. visual impairments, hearing impairments, processing difficulties, physical impairments.

5.2 Identification and Assessment of SEND:

Each learner's knowledge, skills and behaviors will be assessed on entry and measured throughout the academic year. Tutors and support staff will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the learner's previous rate of progress
- Fails to close the attainment gap between the learner and their peers
- Widens the attainment gap

This should also include progress in areas other than academic attainment, e.g. wider softer skills development.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

We encourage learners with SEND to disclose their need to the college at the earliest opportunity, so that appropriate support can be put in place in a timely manner. Opportunities for disclosure will be provided before, during and after application.

Additional support needs will be identified through the learner recruitment and admissions process, staff or self-referral and through the EHCP consultation process. Learners identified as having SEND will be invited to attend an assessment appointment with skilled and experienced ALS Practitioners. An individualized ALS plan will be created and this will be shared with relevant staff to inform teaching and learning, and to ensure that the recommended reasonable adjustments and strategies are made to remove barriers to learning.

5.3 Learners with Education, Health and Care Plans (EHCP's)

An education, health and care plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

In line with the SEND Code of Practice, we will cooperate with local authorities and the statutory processes and timeframes when being consulted on as a provider of choice for learners. Before being named as a

provider in section 'I' of the EHCP, it is important that we are confident we can meet the learners needs and have the appropriate provision type available.

If there are concerns with regards to being able to meet the needs and provision type outlined within learners EHCP's, this will be discussed with relevant colleagues and professionals where appropriate.

Guidance on restraint can be found within the RNN Group Security Policy. Only identified trained staff members would restrain learners and this would be under exceptional and individual circumstances. If the characteristics of learners should change in relation to their behavior and restraint requirements, we would review and provide the appropriate training to designated members of staff.

Learners with an EHCP will have their progress reviewed regularly throughout the year, with their plan being reviewed annually. Parents/carers will be kept informed at all stages, and all relevant professionals will be invited to the annual review under the responsibility of the respective Local Authority. Preparation for Adulthood will form a key component of the EHCP outcomes agreed for all learners at the college.

5.4 Assessing and reviewing learner's progress towards outcomes

We will follow the graduated response approach and the four-part cycle of assess, plan, do, review.

The tutors will work with the ALS Team to carry out a clear assessment of the learner's needs. This will draw on:

- The tutor's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other tutor's and practitioners' assessments, where relevant
- The individual's development
- The views and experience of parents
- The learner's own views
- Advice from external professionals where appropriate

The assessment will be reviewed regularly and shared as part of the EHCP annual review process for those learners in receipt of an Education Health and Care Plan.

All tutors and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions provided, and their impact on the learner's progress.

5.5 Supporting Transition

Where appropriate, learners with SEND will be offered support with their transition into college. This will be agreed with the learner (and parent/carer/current school where applicable) and will be designed around the individual needs of the learner.

Where a learner has an EHCP, the transition plan should be agreed at the annual review in the year preceding the entry to college, however it may be appropriate in some circumstances for this to be agreed further in advance. The implementation of this transition plan may need negotiation with the Local Authority to ensure funding is available to meet the learner's needs.

We will support learners with SEND with their transition within college i.e. when progressing to different vocational areas/moving up levels of study. Their ALS needs will be reviewed to inform what support they may need during this transitional phase.

We will support learners with SEND when they are ready to transition out of college and move into their intended destination, whether this be higher education, employment or further training. We will always adopt a multi-agency approach and ensure we work in collaboration with the learner, their families and any other support services involved to ensure a positive and successful transition.

5.6 Our approach to teaching & supporting learners with SEND

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners in conjunction with their ALS plans and EHCP's.

We will provide a person-centred and graduated support package which could consist of the following interventions;

- Learning support assistant support; in/out of class/individual/shared/group support

- Meet and greet
- Break and lunchtime support/supervision
- Study skills support
- Social skills support
- Assistive technology support
- Sensory support for learners with hearing or sight impairment
- Support for learners with medical/health support – to be reviewed and risk assessed accordingly
- Mobility support
- Exam access arrangements e.g. use of a separate/smaller room, extra time, reader, scribe, supervised rest breaks, different coloured paper/overlays, prompt, etc.
- Confidential health and well-being support i.e. mentor/counselling support
- Differentiating and personalizing the curriculum where appropriate to ensure it is accessible to all learners
- Adapting resources and materials

5.7 Access Arrangements, Reasonable Adjustments and Special Consideration

Where a learner has a substantial disadvantage in an assessment situation, they may be eligible for reasonable adjustments to be made. Any access arrangements that were in place in school do not carry over into college, therefore the learner will need to be re-assessed and any adjustments applied for.

We recommend that the learner request a copy of their Form 8 from school and provides that to the college (The Form 8 is the form that the education provider has to submit to JCQ). This enables the ALS team to get a full understanding of the historical need for the arrangements, and will speed up the new application process.

All staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the JCQ (Joint Council for Qualifications) handbook.

5.8 Developing independence & Preparing for Adulthood

Deployment of support will be based on a graduated approach considering; the level of study programme, prior attainments, aspirations and career goals, progression routes, individual needs and EHCP's where appropriate.

Additional learning support is intended to be flexible and creative in order to meet the needs of individual learners, however we are also keen to promote independence.

We work towards the Preparing for Adulthood (PFA) standards when reviewing the ALS needs of learners as we understand that the support and services offered to young people with SEND may change as they become an adult. This could result in a reduction in the levels of support learners' access over time.

5.9 Expertise and training of staff

The college is committed to the CPD of all staff, and SEND training is a key priority. ALS staff are expected to have, or be working towards relevant qualifications in learning support, and receive regular updating and input from local partner agencies, alongside role specific development.

ALS Practitioners are experienced in a range of learning difficulties and disabilities with a minimum of 2 years' experience of working in an FE environment.

LSAs are deployed in subject specialist areas and at a level appropriate to their expertise, knowledge and skill set.

Support plans are prepared for all learners and accessed by all staff supporting learning in advance of supporting the learner in their teaching and learning environment.

We work in conjunction with the Local Offer and ensure specialist support/health services are bought in to support any learners who require this; i.e. SaLT, VI, HI, Educational Psychologists.

5.10 Securing equipment and facilities

Eligible learners with SEN are entitled to the loan and use of assistive technology and specialist equipment to eliminate barriers to learning. Training in their use will be provided by the ALS team. Learners have responsibility for the security and safety of any loaned equipment. Terms and Conditions apply and will be provided at the time of the loan. All loaned equipment will be returned to the issuing Campus at the end of the loan period.

External sourcing will be explored for appropriate and reasonable specialist resources and equipment when required.

5.11 Evaluating the impact of support

We evaluate the effectiveness and impact of provision and support for learners with SEND by:

- Reviewing learner's individual progress towards their targets and outcomes during both vocational reviews and LSA/SEND SSA reviews
- Record, measure and evaluate learners starting points in-line with the knowledge, skills and behavior assessments throughout the academic year
- Reviewing the suitability and progress of learners with SEND through suitability and progression boards, as well as 1:1 tutorials
- Gather learner feedback through learner voice
- Regular monitoring by the ALS and curriculum staff
- EHCP Annual reviews
- Having a multi-agency approach to convening meetings as and when appropriate

5.12 Partnership working & The Local Offer

The college works in partnership with learners and their parents/carers, ensuring that the learner's views, wishes and opinions are at the centre of our ALS process. We aim to provide appropriate levels of support to ensure the best outcomes for the learner alongside effectively preparing them for their next steps and adult life.

The college is committed to working collaboratively with local authorities and health professionals to put in place suitable arrangements for all young people with SEND. We encourage positive and timely communication from external partners regarding learners' needs, to enable us to meet and exceed our statutory duties.

The Local Offer provides information for children and young people with SEND and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

The RNN Group accepts learners from across borders and therefore works collaboratively with a variety of local authorities with regards to promoting and meeting the local offer. Each Local Authority's local offer is published on their respective websites and can be accessed below:

- Rotherham Metropolitan Borough Council: <https://www.rotherhamsendlocaloffer.org.uk/>
- Nottinghamshire County Council
- Doncaster Council: <https://www.doncaster.gov.uk/services/schools/local-offer-send>
- Barnsley Metropolitan Borough Council: [https://barnsley.cloud.servelec-synergy.com/Synergy/Local Offer/](https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/)
- Sheffield Council

5.13 Raising Concerns

Given the sensitive nature of the issues surrounding learners with SEND, any learner/parent/carer/guardian with a specific concern or complaint relating to the provision of support is welcome to address these directly with the ALS Team Leader or Head of SEND and High Needs, who will note any concerns or complaint and arrange a suitable follow up meeting to discuss the situation. If this does not solve the issue or allay the complaint, then the learner/parent/carer/guardian is welcome to follow the college's feedback and complaints procedure which can be found on the college website.

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6. Location and Access

This policy is available on the staff portal and the college websites.

This policy will be reviewed by the Head of SEND and High Needs on an annual basis. It will also be updated if any changes are introduced within year; including any updates to statutory guidance and legislation.

7. Links with other policies and documents

This policy links to the following RNN Group policies:

- Data Protection Policy.
- Health and Safety Policy.
- Safeguarding Policy.
- Security Policy.

8. Data Protection

The RNN Group will process the information it collected only for the lawful purposes originally stated at point of data collection; in compliance with a legal obligation or if it is necessary to protect the vital interests of the learner and will take all necessary steps to keep it secure at all times.

The personal data collected will be processed in accordance with the relevant Data Protection legislation and the data we collect from the data subject will only be disclosed to other parties for administration of the learner interaction with the Group; if required by law or with specific consent.

If a learner or other agency requires access to the learner record, either during or after its termination, then a formal Subject Access Request must be made to the Group via the data protection team at dsar@rnngroup.ac.uk

There is no charge for the provision of this information however; the Group may withhold certain information that is exempt from the right of Subject Access.