

Special Educational Needs & Disability (SEND) Policy



TO BE A BEACON OF **EDUCATIONAL EXCELLENCE**,
TRANSFORMING THE LIVES OF THE **INDIVIDUALS**
AND **COMMUNITIES** WE SERVE.

Guidance

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in all Salford City College Group colleges: City Skills, Eccles Sixth Form College, Future Skills@ Media City, Pendleton Sixth Form College and Worsley College. It was created by the Head of Learning Support & Head of Inclusion in liaison with the Senior Leadership Team (SLT) at SCC Group and the Salford Council SEND Leader. This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Early Years & Post 16 (as above)
- Salford's Local Offer (include link)
- SCC Group EAA Policy
- SCC group E&D policy

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1. SCC Group's Vision, Values, Shared Purpose, and Curriculum Intent

- 1.1 Vision: *To be a beacon of educational excellence, transforming the lives of the individuals and communities we serve.*
- 1.2 Values: *We act at all times with Respect, Integrity, and Kindness.*
- 1.3 Shared Purpose: *We Believe in the Value of Education for a Successful Future.*
- 1.4 Curriculum Intent:

CURRICULUM INTENT

INCLUSIVE HIGH QUALITY LITERACY & NUMERACY CAREERS & SKILLS SUPPORT



2. SEND vision

All young people and adults are entitled to an inclusive, high-quality education that is tailored to their individual needs, raises their aspirations, and supports them in fulfilling their potential. We are committed to creating an environment where every student feels a strong sense of belonging, is empowered to thrive, and is supported to achieve their best. Our aim is to nurture confident individuals who are well-prepared for a successful transition into adulthood, capable of leading fulfilling lives and making meaningful contributions to society.

3. Aims and Objectives of the policy

The purpose of this policy is to ensure a consistent and coordinated approach to supporting students with Special Educational Needs and Disabilities (SEND) across all SCC Group settings. It sets out how the SCC Group will identify, support, and make appropriate provision for students with SEND. The policy also defines the roles and responsibilities of all those involved in delivering SEND support, ensuring that every student receives a supportive and inclusive education that meets their individual needs.

4. Statutory Duties on the college

- 4.1 Statutory duties on post-16 institutions Further education colleges, sixth form colleges, 16-19 academies and independent specialist colleges approved under Section 41 of the Children and Families Act 2014 have specific statutory duties. These duties are:
 - (i) The duty to have regard to the 0-25 SEND Code of Practice.
 - (ii) The duty to co-operate with the local authority on arrangements for children and young people with SEN.
 - (iii) The duty to admit a young person if the institution is named in Section I of an Education Health and Care (EHC) plan.
 - (iv) The duty to use their best endeavours to secure the special educational provision that the young person needs. Colleges must fulfil this duty for students with SEN whether or not the students have EHC plans. It applies in respect of students with SEN up to age 25 in further education, including those aged 14-16 recruited directly by colleges.
- 4.2 Duties under the Equality Act 2010. Colleges must not discriminate against, harass, or victimise disabled children, young people or adults and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled young people and/or adults might require; including what adjustments

might need to be implemented to prevent a disadvantage. More information about the statutory duties on post-16 institutions is given in Chapter 7, Further education, in the 0-25 SEND Code of Practice.

5. SEN definition (From the SEND Code of Practice 2015)

5.1 A student has SEND if they have a learning difference or disability which calls for special educational provision to be made for them. They have a learning difference or disability if they have:

- (i) a significantly greater difficulty in learning than the majority of others of the same age, or
- (ii) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

5.2 Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools and post 16 institutions.

5.3 There are four broad areas of needs identified in the Code of Practice. Students will frequently fall into more than one category. The four areas of need are:

- (i) Communication and interaction
- (ii) Cognition and learning
- (iii) Social, emotional, and mental health needs
- (iv) Sensory and/or physical impairment

5.4 While there is often overlap between young people with disabilities and those with Special Educational Needs (SEN), having a health condition or disability does not automatically mean a young person has SEN.

5.5 English as second language is not classed as an SEN.

"Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or 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. Difficulties related solely to limitations in English as an additional language are not SEN." 6.24 Code of practice.

6. Roles & Responsibilities

6.1 College has a duty to have regard to the Code of Practice, this is considered throughout our ordinarily available provision (OAP).

The governing bodies of colleges should ensure that:	• All staff interact appropriately and inclusively with students who have SEND. Students with SEND includes young people and adults. • All staff have appropriate expertise within their workforce. • Curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date.
Colleges should ensure:	• They have access to expertise and specialist skills to support the learning of students with SEN. This can be through other agencies such as health services, or specialist organisations, and/or by employing practitioners directly.

	• Ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools. • SEND training is a key priority for the college. All staff will participate in regular Continuing Professional Development (CPD) to ensure they have a clear understanding of their responsibilities towards students with Special Educational Needs and Disabilities (SEND). Ongoing training will also enable staff to develop the knowledge, skills, and confidence required to deliver high-quality, inclusive teaching and support in line with statutory duties.
The named person in the college with oversight of SEN provision should:	• Contribute to the strategic and operational management of the college.
Curriculum and support staff in a college should:	• Know who to go to if they need help in identifying a young person's SEN, are concerned about their progress or need further advice. (Code of Practice 7.22).
The Head of Learning Support & Head of Inclusion will:	Work with the Senior leadership team, Heads of College, Deputy Principal and SEND Governor to: • Determine the strategic development of the SEND policy and provision in the college. • Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans. • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching. • Advise on the Graduated Approach to providing SEND support. • Advise on the deployment of the college's delegated budget and other resources to meet students' needs effectively. • Be the point of contact for external agencies, especially the local authority and its support services. • Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned. • Work with the Senior Leadership Team and governing body to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. • Ensure the College keeps the records of all students with SEND up to date.
The SEND Governor will:	• Meet regularly with the SLT lead for SEND. • Help to raise awareness of SEND issues at governing board meetings. • Update the governing board on the quality and effectiveness of SEND and disability provision within SCC Group. • Work with the senior leadership team and the Head of Learning Support to determine the strategic development of the SEND policy and provision in the College.

The Group Principal will:	The Principal will work with the senior leadership team, Centre Principals, Head of Learning Support/Head of Inclusion and SEND governor to determine the strategic development of the SEND policy and provision in the college.
Centre Principals will:	The Centre Principals will work with the Group Principal, the senior leadership team, Head of Learning Support and SEND governor to determine the strategic development of the SEND policy and provision in the college. Centre Principals will have overall responsibility for curriculum teachers following the college's SEND policy.
Curriculum teachers:	Each Curriculum teacher is responsible for: - Ensuring they follow the college's SEND policy. - The progress and development of all students in their class including those with SEND. - Working closely with any Inclusion Support Assistants (ISAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. - Working with the Head of Learning Support/Head of Inclusion, Deputy Head of Learning Support/ Coordinator to review each EHCP student's progress and development. - Contributing to decisions on any changes to provision for the young person. - Ensuring that agreed exam access arrangements for individual students are implemented in the classroom and provide Normal Way of Working documentation. - For students who have an EHCP, teaching staff will set SMART targets regarding Preparation for Adulthood outcomes, enabling progress to be celebrated and recorded. - Implement adaptive teaching strategies for SEND learners in order to provide equal access to the curriculum. - Ensure that the Graduated Approach cycle is implemented: Assess, Plan, Do, Review. - Use the information on the students' individual support plans to inform teaching practices and teaching and learning adjustments. All teachers will take a strength-based approach to regularly assessing the progress of all students, recognising both their achievements and areas where additional support may be needed. Identify students whose progress may indicate the need for further attention, including those who: - Are making significantly slower progress compared to peers with similar starting points, - Are not maintaining or improving on their previous rates of progress, - Are not closing the attainment gap between themselves and their peers, - Are experiencing a widening of the attainment gap. It is important to note that slow progress or lower attainment alone does not necessarily indicate that a student has Special Educational Needs or Disabilities (SEND).

	All teachers are teachers of SEND. By providing high-quality, inclusive teaching that builds on students' strengths and meets diverse needs within the classroom, schools can reduce the need for additional interventions. (Code of Practice 6.15)
Transition	• SCC Group recognises an effective transition is important to ensure that learners are well-prepared, confident, and supported as they move into post-16 education. • Learners who declare and EHCP have a specific transition (referred to later in the policy). • All students are requested to declare needs on application and whether Exam Access Arrangements have previously been agreed. • The Learning Support Transitions Team will liaise with secondary schools and SENCOs requesting documentation. Many schools will upload this to CPOMs; enabling data to be shared once a student enrolls. • The Salford Risk of NEET Indicator (RONI) document is shared with the Head of Learning Support/Inclusion and Head of Pastoral for each site, so meaningful transition can start as soon as possible for disadvantaged learners.
The Learning Support Team will:	The Learning Support team is dedicated to delivering tailored, high-quality interventions that meet the needs of SEND learners. In collaboration with curriculum teachers, the team provides additional support to identified students, ensuring their unique requirements are met. They will also provide support to students who present with needs but have no formal diagnosis. The specific approach for delivering this support is outlined as follows: • Initial Learning Support Interview: The Learning Support team conducts an initial interview with students who have identified SEND needs at the time of enrolment. This ensures that we understand their individual requirements from the outset. • Know Me to Teach Me Survey – All students are required to complete this survey during enrolment. The questions are designed to collect information about learning preferences, special educational needs and disabilities (SEND), socio-economic background, and whether students are currently involved with services such as Social Care, Youth Justice Service, or Probation. • Individual Support Plan: Information gathered during the initial interview is added to the student's individual support plan within our internal system, ensuring that all staff working with the student have access to this vital information. This information is documented within Group Profiles. Staff members can quickly understand the need/s and recognise what adaptive teaching strategies are required to reduce barriers to learning. Students are given visual tags which represent the category of need e.g EHCP, High Needs, SEND with no EHCP, Cared for Child, Care Leaver etc. • Medical or Learning Differences: Students who declare a medical condition, disability, or learning difference at enrolment but are not seen during the enrolment process will

	be automatically contacted through a central system to schedule their Learning Support initial interview. • Ongoing Support: These initial assessments can also take place during the first few weeks of term or at any point throughout the academic year, as needed, to ensure continuous support. • Identification whilst in learning: Identify students with SEND to assess their needs and provide individualised support to reduce barriers. Evidence will be gathered to enable use of the Graduated Approach cycle to identify students who may not have a formal diagnosis or a recorded history of need but who are presenting with barriers to learning. Work collaboratively with external partners, such as Educational Psychologists, to offer additional support and assessments where necessary. • Empowering Students: At SCC Group, our ambition is to empower students to become confident, independent learners who are well-prepared for the world of work or higher education. This means prioritising the student's voice in all decisions. We engage in early, open discussions with students to determine if they need special educational provision. These conversations help us gain valuable insights into their strengths and challenges, ensuring that we can consider their preferences and needs when planning support.
Students with an Education Health and Care Plan (EHCP) from a local authority are:	• Encouraged to declare their need upon application or via their local authority through an official consultation. • Upon invitation, a member of the Learning Support team will attend the Year 11 EHCP Annual Review to provide information advice and guidance about the college and discuss the young person's education needs at Post 16. • For certain students, an enhanced transition process will be implemented. This approach is typically required when complex decisions are needed regarding safeguarding considerations and potential risks. The process ensures that the voices of the young person, parents or carers, and relevant external agencies are fully represented. This collaborative approach enables the college to make informed and balanced decisions about its capacity to meet the learner's needs effectively while ensuring that all safeguarding requirements are upheld. • Where appropriate we will arrange transition visits to the college for relevant students with SEND. • Learning Support will upload EHCP information onto student Individual Support Profile including PFA outcomes; sharing key information with identified staff members. • Teachers, in partnership with the Learning Support team, will engage with students to discuss and agree upon their Preparing for Adulthood (PFA) outcomes. SMART targets will be set and reviewed at regular intervals to monitor progress. This approach ensures that students take ownership of their individual targets, with incremental achievements formally recognised and celebrated. Such recognition serves to promote motivation, reinforce positive engagement, and support continued progression towards identified outcomes.

	An annual review meeting will be conducted on behalf of the young person's Local Authority held by a member of the Learning Support Team and invite parents/carers and relevant professionals to the meeting.
High Needs Funding:	- When considering whether special educational provision is required, the EHCP will be used as the primary reference point to identify the level and type of support necessary. The college will make every reasonable effort to meet the learner's needs within Ordinarily Available Provision (OAP).; however, it cannot guarantee that all needs can be fully met within the scope of normal provision. - Where additional or enhanced provision is required, the support offer may be adapted to include: - Specialist interventions or therapeutic input - Increased levels of in-class or one-to-one support - Provision of specialist equipment or resources - An application for High Needs Funding (HNF) will be submitted to the Local Authority in the term prior to the student's enrolment, where appropriate. It should be noted that not all students with an EHCP will qualify for or require High Needs Funding. In certain circumstances, the college may determine through the consultation process that it is unable to meet the needs of a learner as outlined in their EHCP. In such instances, the Head of Learning Support/Inclusion and/or Deputy Head will formally notify the Local Authority, providing clear and evidence-based reasons for the decision in accordance with statutory requirements. For late admissions, where a Local Authority consultation has not taken place, the college will request the learner's EHCP from the relevant Local Authority. The learners enrolment will be paused until the formal consultation is received. For all learners in receipt of High Needs Funding, detailed monitoring and tracking notes will be completed following each one-to-one or in-class support session. These records will be maintained within the learner's Individual Support Plan (ISP) on ProMonitor. Regular reviews will take place to evaluate progress, inform future planning, and ensure that provision remains effective and proportionate to the learner's needs.
Change in Learner Needs and Review of Support	In certain circumstances, a learner's needs may change or require additional support beyond that which is currently in place. When this occurs, the college will arrange a review meeting involving the young person, their parents or carers, relevant external services, and the Local Authority to discuss what further interventions or adjustments may be required. The college will make every reasonable effort to reduce barriers to learning by implementing targeted interventions and support strategies. However, in exceptional cases where the learner's needs have changed to such an extent that the college can no longer meet those needs effectively, the Head of Learning Support or Head of Inclusion will consult with all relevant parties, including the Local

	Authority. A formal review process will be undertaken, and the college will work collaboratively to identify and signpost appropriate next steps for the learner to ensure continuity of education and support.
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7. How support is delivered through the Ordinarily Available Provision (OAP)

7.1 Support is delivered in three stages:

- (i) Adaptive/ inclusive teaching by the subject teacher. All students are monitored throughout their programme of study and for almost all learners, Learning Support needs can be met by the class teacher in the classroom.
- (ii) Classroom teacher identifies a student that is struggling on their course, despite class teacher employing adaptive teaching techniques. The teacher will discuss concerns with the student and other relevant members of staff (which could include the Head of Department, Personal Tutor, pastoral staff). The teacher will ask for guidance from the Learning support Team and teaching and learning strategies will be trialled and reflected upon.
- (iii) Referral to the Learning Support Department for potential assessment and further support, staff resource packs issued, and meeting set up with coordinator/ deputy of Head of Learning Support.

7.2 Exam access arrangements (EAAs)

- (i) Exam access arrangements do not automatically transfer from school, it is essential for the students to declare their EAAs, and if possible, bring evidence in from school. This usually is a JCQ 'Form 8'.
- (ii) It is essential that for any exam access arrangement that is put into place that it is the student's normal way of working. There is a separate and detailed policy for EAAs, for further information and guidance please refer to this policy.

7.3 Additional 1:1 teaching support sessions

- (i) For students with SEND 1:1 support tutor can provide additional and bespoke support.
- (ii) All individual specialist support sessions take place in the student's free periods.
- (iii) Additionally, some students may have in-class support with an Inclusion Support Assistant.

7.4 Students who suspect they have an SEN

- (i) Students can self-refer using the Learning Support Interview and speaking to a member of the Learning Support team. These students can access 1:1 support tutors or attend small group tuition sessions; Skill Builder's.
- (ii) Specialist assessors and teachers can provide further screening if a student suspects they are dyslexic and there is evidence from teachers and a history of need.
- (iii) For students how have a history of need and Dyslexia screening – 'QuickScreen' software is used to establish likelihood of a Specific Learning Difficulty and whether further assessment is required.

7.5 Dyslexia assessments

- (i) Full diagnostic assessments are only available for students on Level 3 programmes who are expecting to progress onto university and Adult learners.

7.6 Transition support

- (i) Students with SEND and/or have an EHCP will be offered additional visits to the college to support the transition process and ensure the students are as prepared as possible for post 16 education. This is additional to the taster days and open events available to all students. We work in collaboration with Salford Local Authority to adhere to their Post 16 Transition Policy.

8. Assessing and reviewing students' progress towards outcomes

8.1 All teachers and support staff who work with the student will be made aware of their needs via the student's Individual Support Plan on ProMonitor, where a student has been identified as needing additional support:

- (i) The college will follow the graduated approach and the four-part cycle of "assess, plan, do, review" using the Salford Graduated approach.

8.2 The subject teacher will work with a member of the Learning Support Core Team to carry out a clear analysis of the student's needs. This will draw on:

- (i) The teacher's assessment and experience of the student and their previous progress and attainment and behaviour.
- (ii) Other teachers' assessments, where relevant.
- (iii) The individual's development in comparison to their peers and national data.
- (iv) The student's own views.
- (v) The views and experience of the parents/guardians and advice from external support services, if relevant.
- (vi) The assessment will be reviewed regularly.

9. Supporting students moving into HE / FE or employment and preparing for adulthood

9.1 All students receive support in preparation for employment or progression to higher education. For those students applying to higher education, the careers department will advise and support the transition to HE.

9.2 If the student has an EHCP, during the annual review discussion around preparation for adulthood and next steps are discussed. Transition support to the next provider can be provided by the Learning Support team where needed and requested.

10. Our approach to teaching students with SEND

10.1 Teachers are responsible and accountable for the progress and development of all the students in their class. High quality, adaptive teaching is our first step in responding to students who have SEND. We make the following adaptations to ensure all students' needs are met. Examples of possible adaptations are:

- (i) Teaching and Learning Adjustments for example, by grouping, 1:1 work, teaching style, adapting resources, using recommended assistive technology use of larger font, giving handouts before the lesson, sensory breaks etc.

10.2 Additional support for learning:

10.3

- (i) The college will also provide the following interventions:
 - Learners can access pre-recorded Study Skills sessions.
 - 1:1 specialist support (for eligible students).
 - Skills Builder sessions – Small group tuition to develop study skills (for eligible students).
 - In-class support with a Inclusion Support Assistant (for qualifying students).
 - Learning support drop-in sessions for SEND students.
 - Exam Access arrangements (where needed and assessed for).
 - Access to Assistive Technology for example; I-Pads, Reading Pens, Software including Read&Write and Dragon.
- (ii) Specialist Individual support is carried out by a team of experienced staff. For students who have other support needs, staff receive training from external specialist agencies, for example, Educational Psychologists, Specialist Teachers for visually and hearing impairments / Speech and Language.

11. Evaluating the effectiveness of SEND provision

11.1 The college will evaluate the effectiveness of provision for students with SEND by:

- (i) Measuring and reviewing students' individual progress towards their goals
- (ii) Departmental observations; Shallow Paddles and Deep Dives.
- (iii) Using student questionnaires for feedback
- (iv) Monitoring by the Head of Learning Support and Head of Inclusion
- (v) Holding annual reviews for students with EHC plans
- (vi) Quality review of PFA SMART Targets.
- (vii) Departmental self-assessment report including individual student case studies

12. Monitoring arrangements of the SEND Policy and Information Report

12.1 This policy and information report will be reviewed by the senior leadership team annually. It will also be updated if any changes to the information are made during the year.

12.2 It will be approved by the Governing Body.