



Special Educational Needs and Disability Policy

Date of Publication	October 2021
Date of Next Review	October 2022
Line Manager Responsible	Laura Peters
Policy Creator	Laura Peters
Approved by	Anne Entwistle

Core Principles

Berkshire College of Agriculture (BCA) fully endorses the 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years.

All young people 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 or higher education or training

The college is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the college is compatible for the young person's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the college and is an efficient use of the Local Authority's resources.

In keeping with the college's equality principles, we affirm that:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We have the highest expectations of all our students
- We work to raise standards for all students
- We observe good equalities practice for our staff
- We foster a shared sense of cohesion and belonging

Unfortunately, given that our campus is a land-based estate and that some of our buildings are listed, not all areas are fully accessible for individuals with disabilities or limited mobility.

The college uses the term **parents** to signify parents, guardians and/or carers, i.e. all those who have parental responsibility for the young person.

Scope of Policy

This policy applies to students with special educational needs (SEN), their parents and all staff.

This policy should be read in conjunction with the following:

- Accessibility Plan
- Equality Policy
- Admissions Statement
- Medical Needs Policy
- Disability Policy - Exams

Definition of SEN

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for other young people of the same age.

Disabled Students

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.’

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Key Requirements/Legal Duties

As a college we will use our *best endeavours* to meet the needs of our SEND students.

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 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49

Objectives of This Policy

- To identify and provide for students who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a **whole student, whole college** approach to the management and provision of support for special educational needs
- To ensure access to the curriculum for all students
- To provide support and advice for all staff working with students who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents

This policy will be updated regularly.

Partnership with Students and Families

The college works in partnership with students and their parents. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood. This will enable students with SEND to achieve good outcomes. The college recognises that parents have a unique overview of their child's needs and how best to support them.

We have high aspirations for all our students, including those with SEND and use a **Person Centred Planning** approach when preparing for their needs. Person Centred Planning is a process for continual listening and learning, focussing on what is important to someone now and in the future. Students with SEND are integral to the decision-making processes affecting them.

Identifying and Assessing Students with SEND

The college has a clear approach to identifying and responding to SEND. There are many opportunities throughout the application and enrolment process for a student to declare their SEND needs. All tutors are responsible for identifying students with SEND and, in collaboration with the Head of Additional Learning Support and Additional Learning Support (ALS) team, will ensure that those students requiring different or additional support are identified at an early stage.

On entry to the college every student's attainment is assessed in order to ensure continuity of learning. This may identify students who require additional class-based interventions and/or further assessment.

- Information given at interview and enrolment is used to shape the students' provision in the first few months
- The college regularly gathers information about every student's progress
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time. We acknowledge that while considering the needs of the young person, some areas which are not SEN may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- Children looked after (CLA)

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the college, in partnership with parents and the young person, will endeavour to identify.

The Graduated Approach to Meeting Special Educational Needs and Disability

High Quality Teaching

Teachers are responsible and accountable for the progress and development of the students in their classes, including where students access support from Learning Support Assistants (LSAs), specialist tutors or other specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-college responsibility. This requirement has been strengthened in the SEND Code of Practice 2015.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All BCA students have access to a Study Programme with targets that are deliberately ambitious
- The college regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the ALS area carries out regular learning walks to ensure that high quality teaching for SEND students is in place across the curriculum
- Tutors are able to access detailed advice on all students with SEND
- There is regular advice and training for colleagues at all levels
- The college aims to provide advice and training to improve tutors' and learning support assistants understanding of the SEN most frequently encountered in college and to develop their skills in identifying students with particular barriers to learning
- Where necessary outside agencies deliver bespoke training

Increased levels of provision and support

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- The tutors, in consultation with students and their parents and any supporting documentation, such as an EHCP ensures the desired outcomes, including expected progress and attainment, are agreed
- Appropriate in-class accommodations are made or appropriate interventions or additional support is secured
- All tutors and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the college's information system
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff

- Study programme tutors remain responsible for working with the student on a daily basis. Where the interventions involve group, paired or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Tutors are expected to work closely with any Learning Support Assistants (LSAs) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The ALS team will support programme tutors in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support

Review

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.
- The Head of Department will work with study programme tutors and may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate college staff. The record will be given to the student's parents. The college's management information system will be updated as appropriate
- If a student continues to make less than expected progress, despite support and intervention, the college may involve specialists, both in-house and from outside agencies.
- The college will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need, but as yet undiagnosed, it may be appropriate for the Head of Additional Learning Support to request an Education, Health and Care Plan (EHCP) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHCP assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHCP assessment the college may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds prescribed thresholds.

BCA's Provision for students with SEN

The college's notional SEN budget is used to commission a range of services to support students. EHCP and personal budgets also commission these services.

Provision is monitored and evaluated throughout the academic year and at reviews with professionals, parents and the young person.

Provision/Intervention	Details	Target students
Shared In-class support from an LSA	Ensure that identified students meet lesson objectives.	Students with an EHCP Students with declared learning needs Students referred by tutor
1-1 In-class support from an LSA	Ensure that a named student meets lesson objectives.	Students with an EHCP
Shared out of class support	Session supported by LSA and tutors to focus on completion of in class assignments and coursework.	Students who self-refer Students with an EHCP Students with declared learning needs Students referred by tutor
Speech and Language Therapy	Brought in by the college	Students with an EHCP specifying SaLT needs
Small Group Numeracy Intervention	Additional graduated and targeted sessions to support with maths difficulties.	Students with EHCPs specifying numeracy interventions
Small Group Literacy Intervention	Additional graduated and targeted sessions to support with literacy difficulties.	Students with EHCPs specifying literacy interventions
Small Group Study Skills Intervention	Additional graduated and targeted sessions to support with study skills difficulties.	Students falling below expected progress
1-1 Interventions	Additional graduated and targeted sessions to facilitate the development of: <ul style="list-style-type: none"> ● Study skills ● Literacy ● Numeracy 	Students falling below expected progress Students with an EHCP Students with declared learning needs Students referred by tutor

Mentoring	Additional graduated and targeted 1-1 sessions to facilitate the development of effective communication, emotional intelligence and resilience	Students with an EHCP Students with declared learning needs Students referred by tutor
Pastoral Support: Including counselling	Additional graduated and targeted 1-1 sessions to facilitate the development of effective communication, emotional intelligence and resilience	Students with an EHCP Students with declared learning needs Students who self-refer or who are referred by tutor
Transitional Support	Additional graduated and targeted 1-1 and small group sessions to facilitate the effective transition to college. Additional graduated and targeted 1-1 IAG sessions to facilitate the effective transition out of college.	Students with an EHCP Students with declared learning needs Students who self-refer or who are referred by tutor
Access Arrangements	Assessment in line with JCQ requirements to determine whether a student is eligible for an award of access arrangements to level the playing field in examinations and controlled assessments.	Students with an EHCP Students with declared learning needs Students who self-refer or who are referred by tutor

The above provisions are reviewed regularly by the Student Services Team; the ALS team in particular to establish whether they are contributing significantly to student progress and offer value for money.

The Head of Additional Learning Support is responsible for provision mapping each student with an EHCP and SEND. This clearly outlines the support put in place which is additional to or different from that which is offered through the college's curriculum. It demonstrates how any additional funding is used.

The provision map also helps the college maintain an overview of the programmes and interventions used with different groups of pupils. It provides a basis for monitoring the levels of intervention and demonstrates how the additional funding is used. It also identifies any staff training that might be required to meet the students' needs.

BCA works closely with Local Authorities in the development and review of the Local Offer, outlining provision available to meet the range of special educational needs and disabilities.

Transition to Further Education, Employment and Training

We place students and their families at the centre of planning for future transitions.

Some students with SEND have further regular meetings with a local authority careers advisor. This review explores the student's aspirations and abilities, what they would like to be able to do when they leave education or training and the support they need to achieve their ambition. EHCP reviews have agreed, clear outcomes which are ambitious and stretching and will prepare our students for adulthood.

We are developing close links with our feeder schools.

As apprenticeships develop, we are increasingly able to support students in successfully applying for appropriate apprenticeships.

Students with SEND and Bullying

Our anti-bullying policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Students with SEND and Exclusions

When considering whether to exclude a student with SEND, BCA pays due regard to guidance which states that colleges should try every practicable means to maintain a student with SEND in college and should seek local authority and other professional advice as appropriate.

The Role of the Head of Additional Learning Support

Head of Additional Learning Support: Mrs E De Goede
Telephone: 01628 827549

The Head of Additional Learning Support plays a crucial role in the college's SEND provision.

Her responsibilities include:

- Overseeing the day-to-day operation of this policy
- Identifying students with SEND
- Coordinating the provision for students with SEN
- Liaising with and giving advice to staff
- Advising on the graduated approach to providing SEN support
- Overseeing and delivering high quality training to staff
- Overseeing the day-to-day administration of access arrangements
- Ensuring that the college keeps the records of all pupils with SEN up to date
- Liaising with students with SEN and their parents

- Liaising with the relevant Curriculum staff
- Liaising with external agencies
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned organising access arrangements for public examinations
- Tracking SEN students' attainment and progress to ensure that the gap between SEN and non-SEN is comparable
- Managing the EHCP review process in line with the SEND Code of Practice 2015
- Advising on the deployment of the college's delegated budget and other resources to meet pupils' needs effectively
- Leading on the department's improvement planning
- Working with the Assistant Principal for Inclusion and college governors to ensure that the college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Role of the Governing Body

The designated governor for SEND works closely with the Assistant Principal for Inclusion and the Students Services Team. The Governing Body's responsibilities to students with SEND include:

- Overseeing SEND within the college
- Annually update the SEND information report
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND are fully involved in college activities
- Having regard to the Code of Practice 2015 when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy

Complaints Procedure

The college's complaints procedure is outlined in the prospectus and on the college's website.