

Post-16 Special Educational Needs and Disabilities Policy			
Current Status:	Operational	Last Review:	October 2024
Policy Owner:	Head of SEND Services	Next Review:	October 2026
Roles Responsible for Review:		Originated:	January 2022
Approved by:	SET Curriculum	Committee:	Educational Excellence Committee
Type of Policy:	Staff / External	Quality Assured by:	

1. Introduction

- 1.1. This policy applies to all staff and any other personnel associated with Eastern Education Group (EEG), which includes
 - West Suffolk College (including all PPL centres)
 - One Sixth Form College
 - Abbeygate Sixth Form College
- 1.2. The purpose is to provide information on services and support for students with Special Educational Needs and Disabilities (SEND) to access learning opportunities at or through EEG.
- 1.3. This policy is based on and complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015) and section 69 of the Children and Families Act 2014. We use the same definition of Special Educational Needs (SEN) as set out in the Code of Practice
 - *A child or 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 child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of other at the same age or has 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 schools or mainstream post-16 intuitions (p. 263).*
- 1.4. We recognise that provision for students with SEN is the responsibility of the whole college and we are ambitious for young people with SEN whatever their needs and whatever their level of study with the Eastern Education Group. We

focus on supporting *all* students so that they can progress and reach positive destinations in adult life. These destinations include higher education, further training, apprenticeships, employment, and independent living, alongside promoting good health and participating in the community.

- 1.5. The colleges within the Eastern Education Group are dedicated to ensuring that *all* students follow a coherent study programme which provides stretch and progression in order to achieve the best possible outcome in adult life. As part of our commitment, students also receive access to relevant careers advice and guidance (as set out in section 7.9 in the SEND Code of Practice 2014).

2. Aims

2.1. Identify and involve:

- a) Through our admissions process we aim to identify and provide for students who have special educational needs and additional needs.
- b) To involve students actively in decisions about their SEN provision.
- c) To involve parents actively in their 's child's provision.

2.2. Curriculum:

- a) To provide coherent programmes of study for students with SEN.
- b) To implement a graduated approach to meeting the needs of the students using the Assess, Plan, Do, Review process.
- c) To ensure that a student's programme is appropriately differentiated in recognition of their abilities.
- d) To provide a focus on outcomes for students.
- e) To ensure that all staff know that they have a responsibility to bring to the attention of the relevant member of staff (see SEND Management Section) any student who they believe are not having their needs met.

2.3. Guidance:

- a) To ensure that students with SEN receive appropriate pastoral support and guidance, including preparation for their next steps.
- b) To continue to liaise effectively with relevant outside agencies.

2.4. Overall:

- a) To continually develop a whole college approach to the management and provision of support for SEN.
- b) To ensure that all staff are made aware of procedures for identifying, assessing and making provision for students with SEN.
- c) To provide support and advice for all staff working with students with SEN.
- d) To continue to provide opportunities to celebrate the achievements of students with SEN.

- e) To work within the guidance provided in the SEND Code of Practice 2015.

2.5. **Leadership:**

- a) To provide an appropriate leadership structure to ensure that the aims of the SEN Policy are met across the college.

3. **Roles and Responsibilities:**

- 3.1. The nominated Governor Lead for SEND is responsible for monitoring how we meet the needs of our students with SEN across WSC.
- 3.2. The CEO has overall responsibility for the SEN Policy and provision across the Eastern Education Group. The CEO should keep the Corporation informed and work closely with the Group Head of Supported Learning and the Group Head of SEND Services to provide regular updates to Governors.
- 3.3. The Group Head of SEND Services will lead on the strategic development of the SEN policy and provision to raise the achievement of all students with SEN.
- 3.4. All staff undertake regular Safeguarding training and staff have a duty of care to ensure the safest of learning environment for all students studying with the Eastern Education Group.
- 3.5. The SEND Services team have the responsibility for the day-to-day operation of SEND support to ensure provision is organised in line with the Education and Health Care Plans (EHCP) and is achieved in liaison with relevant staff, parents/carers and other agencies, supported by the Local Authority.
- 3.6. All Teaching, Learning and Assessment (TLA) teams have a duty to be aware of the needs of students in their classes, ensure all aspects of TLA are accessible and appropriate scaffolding and reasonable adjustments are in place. This will be monitored through regular audits and observation processes.
- 3.7. All staff have a responsibility to have high aspirations for students with SEND whatever their needs and whatever their level of study at with the Group.

3.8. **SEND Management**

Area of Responsibility	Staff name	Post
Overall Group responsibility for Post 16 SEND curriculum	Rhian King	Group Head of Supported Learning
Overall group responsibility for Post 16 SEND Services	Gill Huntington	Group Head of SEND Services

Consultations, and EHCP Annual Reviews – WSC	Amanda O'Neill	SEND Coordinator
Management of Inclusive Learning Assistants - WSC	Vicki Bryant	Inclusive Learning Assistants Manager
Management of Inclusive Learning Mentors - WSC	Tammy Mitchell	Inclusive Learning Mentors Manager
Responsibility for SEND Services at Suffolk One	Kate Wilkinson	SEND Services Manager
Management of Inclusive Learning Assistants – Suffolk One	Justine Rawlings	Inclusive Learning Assistants Manager
SEND Services and Support - Abbeygate	Tracey Squirrell	Inclusive Learning Coordinator

4. Admissions and Accessibility:

- 4.1. The Eastern Education Group are committed to equal opportunities. Our aim is to meet the needs of *all* students on roll and our admission procedures have due regard for the provision of SEN. Our Equality, Diversity and Inclusion Policy sets out our inclusive approach to the delivery of education.

5. Identification:

- 5.1. Appropriate staff on all sites are involved in transition planning between school and college in order to prepare effectively to meet the needs of the student and ensure a successful transition into college life.
- 5.2. To support the transition of students, we expect feeder schools to share all relevant information with the Group prior to their arrival (please see the Transition section for more information).
- 5.3. Students are able to disclose at application and beyond whether they have a learning difficulty, an additional learning support need, disability or a medical condition that may affect their learning and in some cases the student may already have an EHCP.
- 5.4. Where a student declares any significant SEN, the appropriate member of SEND Management or an appropriate member of their team, will liaise with the prospective students and their families with regards to how support can be

provided and the types of assessments that may take place proportionate to the likely level of SEN.

- 5.5. Where needs emerge after a student has started on a programme with the Eastern Education Group, TLA staff should alert the appropriate SEN lead to identify where a student may be having difficulty which may be because of SEN. We know that students with SEN can follow a variety of programmes and that SEN does not necessarily dictate that a student functions at a lower level e.g. we have regularly a number of students with SEN studying on Level 3 programmes.
- 5.6. Students with EHCPs will be identified on the college MIS Systems and an individual SEND Profile will be generated. The profile will summarise their needs and expected EHCP Outcomes using information from their most current EHCP around the 4 areas of identified needs.
 - Communication and Interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

The SEND Profile will also include suggestions and preferred learning strategies, scaffolding and adaptations which should be embedded in their learning activities. A profile will also be created for any students who provide us with additional information about their SEN needs

- 5.7. SEN Information for students is made available to TLA teams by the SEND team and/or the Learning Support Team.

6. Assess

- 6.1. Where a student at the Eastern Education Group is identified as having SEN and needing SEN support, the SEND Team brings together all the information from the school, from the student, from the family, from any multi-agency teams working with the student and any recent assessments that have been carried out.
- 6.2. All the information is discussed with the student (where appropriate). The right of a student to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. For those students with the Eastern Education Group who lack this capacity, they will be empowered to make decisions or actions may be taken on their behalf and will be done so with their best interests at heart (section 8.21 in the SEN Code of Practice 2014).
- 6.3. At a SEN assessment meeting to determine whether there are any SEN support needs, students can have support with them which can be a member of the support team, their parents, an advocate or another supporter. This meeting may lead to more specialist assessment from within the college or beyond.

7. Plan

- 7.1. Once a student is identified with needing SEN support at WSC, the relevant staff discuss with the student and/or their parents/carers, the student's ambitions, the nature of the support to be put in place, expected impact on progress and the date for reviewing the support. This plan will be developed with the student (where possible) and the interventions and support will be provided in order to best meet the aspirations of the student. Types of SEN support at WSC can include:

- - Assistive technology
- - Personal Care Needs
- - Specialist Tuition
- - Scribes
- - Access Arrangements e.g. readers/scribes/extra time
- - 1:1 or small group learning
- - Transition
- - Adapted Timetable
- - Supported Supervised Study
- - Planning for Adulthood – careers / progression pathways
- - Accessible information e.g. symbol -based materials
- - Access to therapies facilitating multi agency work

8. Do

- 8.1. Within the Eastern Education Group, we have a very responsive and flexible approach to supporting our SEN students. These students are supported by appropriately qualified staff. The level of support is continuously evaluated to ensure that the student is getting the best experience in order to progress and achieve with a focus on progressive independence.
- 8.2. Lecturers and teachers are responsible and accountable for the students in their class, including those students who access support from specialist staff.
- 8.3. Across the group we regularly and carefully review the quality of provision for all students, including those at risk from underperformance.
- 8.4. Lecturers and teachers are expected to demonstrate effective scaffolding to support all students in their classes and this is looked at as part of observation cycles across the academic year.
- 8.5. Where an intervention may require a student to work as part of a 1:1 or a small group, the lecturer or class teacher still has responsibility for the student.
- 8.6. Lecturers and teachers work closely with any type of learning support and take an active role in planning for progress and assessing impact against the support the student receives.

- 8.7. We have a Careers Education Advice and Guidance (CEAG) service for all students studying with the Eastern Education Group. This service provides individualised support to students to enable students and families to broaden their horizons. On each campus we have a range of work experience and volunteering opportunities.

9. Review

- 9.1. Eastern Education Group takes a cyclical approach to assessing need, planning and providing support and review and evaluate the support regularly so that it can be adjusted where necessary.
- 9.2. Where a student has an EHCP, this will be reviewed every 12 months in line with the requirements of the SEND Code of Practice 2014.
- 9.3. The SEND team are responsible for ensuring that reviews of SEN support happen and any agreed alterations following a review are communicated with parents and wider agencies.
- 9.4. Termly progress review reports are completed, and parents will receive a copy of the annual review report on the progress of their son/daughter against their EHCP targets.

10. Transitions

- 10.1. At Suffolk One and WSC we provide taster and assessment activities for students who are thinking of applying to join our Supported Learning programmes so that they can familiarise themselves with the learning environment at their chosen campus and gain some experiences of college life and study.
- 10.2. Across the group we expect feeder schools to share all key information about prospective students by the spring term at the latest so that we can develop suitable programmes of study and prepare appropriate support.
- 10.3. We also proactively endeavour to attend Year 11 Annual Reviews where invited, for those students who want to come to us from the local special schools.
- 10.4. We recognise that some prospective students want a fresh start when leaving school to attend a post 16 provision and any sharing of their SEN should be sensitive to their concerns and carried out with their agreement.

11. Local Offer:

- 11.1. We recognise that the Local Authority have a statutory duty to develop and publish a Local Offer (as per the guidance in the SEN Code of Practice 2014). We know that this must cover preparing and reviewing the Local Offer (including the views of young people, parents and providers), publishing the

Local Offer including comments on it and actions to be taken and providing information, advice and support where required.

11.2. As our commitment to the Local Offer, we co-operate fully with the Local Authority in the development and the review of the Local Offer.

11.3. We are continually committed to developing our offer to meet the needs of *all* our students locally and review our curriculum offer on an annual basis in line with prospective student demand.

Revision History – Post-16 Special Educational Needs and Disabilities Policy

Revision date	Reason for revision	Section number	Changes made
Oct 2024	Review	3.8	Updated staff roles and responsibilities
Oct 2024	Review	All	Updated to EEG standardisation format, revised context to refer to EEG as Group policy throughout.