

### 1. Statement of Intent, Scope and Purpose

#### 1.1 Legislative framework:

HNC's Special Educational Needs and Disability (SEND) policy for children and young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice January 2015

A 'young person' is defined in the Special Educational Needs and Disability Code of Practice: 0-25 2014 Page 1, as 'a person over compulsory school age and under 25'.

This policy should be read in conjunction with the following HNC policies:

- The Safeguarding and Child Protection Policy
- The Diversity and Inclusion Policy
- The IT Acceptable and Safe Use Policy
- The Health and Safety Policy
- The Fitness to Study Policy
- The Admissions Policy

- 1.2 This SEND Policy details how HNC will do its' best to ensure that the necessary provision is made for any student who has special educational needs / disabilities, and those needs / disabilities are made known to all who are likely to be involved in their college experience. HNC will use its' 'best endeavours' to ensure that teachers in the College are able to identify and to provide for those students who have special educational needs / disabilities. This will provide them with the opportunity to join in the activities of the College, together with students who do not have special educational needs / disabilities. This provision will be reasonably practical and compatible with the child / young person receiving the special educational provision and the 'efficient education' of the young people with whom they are being educated.
- 1.3 The staff and governors of HNC will endeavour to ensure that all SEND students reach their full potential, are fully included within the College community, and are able to make successful transitions between educational establishments.
- 1.4 This policy aims to support all members of staff in providing positive and effective approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole college responsibility, in line with the College mission statement.
- 1.5 Meeting the needs of SEND students requires partnership between all those involved – the Local Authority, College governors and staff, parents / carers, students, children's services and all other relevant external agencies.



- 1.6 HNC is committed to welcoming all students who meet the published entry requirements. 'Reasonable adjustments' will be made where necessary, and where possible, to enable all students for whom HNC is the best post 16 provider, to access lessons, social environments and enrichment activities, as freely as possible. Needs and reasonable adjustments will be considered on an individual basis.
- 1.7 HNC aims to ensure that:
- It uses its 'best endeavours' to secure the SEND provision that a young person needs.
  - There is a smooth transition at each transition point for the student.
  - All staff are aware of the importance of early identification of, and providing for, SEND students whom they teach and / or support.
  - All staff will have access to information about the student's needs, which will enable them to meet those needs in the classroom.
  - The views of the students and parents / carers are sought and taken into account.
  - All College staff recognise that parents / carers play a key role in supporting their son / daughter's education and enabling them to achieve their potential. The College will endeavour to support parents / carers through the process of transition and adjustment to college life.
  - SEND students are offered full access to a broad, balanced and relevant education.
  - SEND students have full access to all College activities, as far as is reasonably practical, which relate to the student's needs.
  - The College works in partnership with external agencies to meet the needs of the student.
- 1.8 In accordance with The Special Educational Needs and Disability Code of Practice 2014, HNC will:
- Support incoming students with SPLDs and literacy and numeracy, and provide guidance and support, depending on the results, which will lead to higher achievement.
  - Bring together the relevant information from school, the student, external agencies and screening / assessment to plan the right support.
  - Assess or request assessment for any student who is not achieving their expected grades, where appropriate.
  - Inform the student's parents / carers that special educational provision is being made for them.
  - Ensure that parents / carers have knowledge about the SEND provision that the College makes, through the Local Offer.
  - Ensure that parents / carers are able to make their views known about how their son / daughter is being educated and have access to information, support and advice regarding their son / daughter's requirements.
  - Ensure that teachers in the College are aware of the importance of identifying, and providing for, those students who have SEND, through inclusive, high-quality teaching.
  - Ensure that a student with SEND can participate in the activities of the College, together with those who do not have SEND.
  - Be ambitious and supportive about the aspirations of children and young people with SEND in their care.

## 2. Definitions

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

2.2 A young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
  - 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
- (SEND Code Of Practice January 2015, pg. 16)

## 3. Transition

3.1 The HNC Learning Support Centre Team is involved in transition planning between schools and College to prepare to meet the student's needs and ensure a successful transition into college life. We work very closely with our partner schools, and other schools, as well as the Local Authority, and relevant external agencies to ensure that the transition to HNC is as smooth as possible for students with SEND. Learning Support Centre staff will visit all schools where students have disclosed SEND and are planning to attend HNC. The Learning Support Manager will attend EHCP review meetings in schools for prospective students and will liaise closely with the Local Authority regarding prospective students with an EHCP. SEND students who disclose at interview will subsequently be invited to:

- complete a needs assessment form via our online information portal (Cedar)
- attend College for a transition visit(s) to discuss their needs on enrolment at the College

## 4. Admissions/Attendance

4.1 Students with a disclosed SEND

All students with a disclosed SEND will still need to meet our entry criteria for the study programme for which they are applying. If this is not the case, the student application may be referred to the Director of Admissions and Marketing, and / or the Assistant Principal Student Development & Progression. All admissions expectations regarding attendance, behaviour and attitude to learning should also be met. Although we are mindful of any disclosure and responsive to individual needs, students with a disclosed SEND must still be able to demonstrate that they can engage successfully in a full-time educational programme in a large post 16 education provider. More information is available on our website [Our Policies | Huddersfield New College \(huddnewcoll.ac.uk\)](http://huddnewcoll.ac.uk)

4.2 Students with an EHCP

When a young person has expressed a preference for HNC as an institution he / she would like to attend, the local authority will be under a duty to consult the College with the request, unless the institution is unsuitable for their; age, ability, aptitude or special educational needs / disability of that young person, or that to place the young person at HNC would be incompatible with the efficient use of resources or the efficient education of others.

For students with an EHCP in place, any offer will not be made immediately at interview, as all potential offers will be referred for approval to a specialist admissions panel consisting of the Director of Admissions and Marketing, and the Assistant Principal Student Development & Progression plus the relevant additional learning support staff. This is to ensure we are able to put in place the most suitable support for potential students.

### 4.3 Admissions Panel

The remit of the panel is to ensure that a student's needs can be met whilst studying at HNC. Our aim is to provide the best inclusive education and the best care, by the best people, in a safe, supportive and welcoming environment, enabling our students to achieve their best, and to progress with confidence to the next stage of their lives. To do this we will review strategies that have been employed previously to ascertain whether they would work within a college environment and enable students to be in a position to effectively participate in full time education.

Final decisions regarding the offer of a place with Huddersfield New College will be made by the Director of Admissions and Marketing, and the Assistant Principal Student Development.

### 4.4 Attendance

Full attendance is the expectation at HNC (minimum attendance of 95%) Our adjusted medical evidence minimum threshold is 90%-please see Appendix 1: Supported Admissions for details.

In all cases where attendance falls below these thresholds, a further discussion will be required at interview to ensure applicants fully understand the minimum expected attendance levels at HNC and are committed to making any changes required to meet these expectations.

Applicants with attendance below 90% in Year 10 or in the autumn term of Year 11 are at risk of not receiving a conditional offer if there are other areas of concern specifically punctuality, behaviour and commitment. All mitigating circumstances will be taken into consideration when reviewing the application. Sporadic and ongoing absence is a particular concern due to the negative impact this has on learning.

Applicants with attendance below 80% in Year 10 or in the autumn term of year 11 are highly unlikely to be offered a place unless there are significant mitigating circumstances and accompanying evidence is provided to both explain the low attendance and show that the circumstances causing the low attendance have now been resolved.

## 5. Early identification

- 5.1 All new Level 3 students will undertake a subject specific induction exercise, followed by a referral process where appropriate, using an LSC Exam Access Arrangements Referral form on CEDAR, by curriculum staff to the Learning Support Centre diagnostic team.

All level 2 students will be assessed via Exact (an online assessment tool) and referred for SPLD support accordingly.

- 5.2 Initial screening will usually be completed within the induction period for new students, and any students needing extra support will be referred for further diagnostic assessment with a Specialist Teacher / Assessor.

## 6. Support

- 6.1 Having brought together all the relevant information from the school, parents / carers, the student, those working with the student, and from any screening test or assessment the College has carried out, the information will be discussed with the student. The student will then be invited to a meeting and offered what the College perceives to be appropriate support. The student may be accompanied by a parent / carer at this meeting. This meeting may identify the need for a more specialist assessment from within the College or beyond. The College will then request this specialist assessment through the formal channels. Triggers for support include:
- EHCP
  - My Support Plan
- 6.2 The College offers inclusive Quality First classroom Teaching. Support needs and medical information is disseminated to staff (as appropriate) via the College's VLE or Cedar. Additional Learning Support is deployed by the Head of Faculty Learning Support, Learning Support Manager / Learning Support Officer, after evidence from all relevant sources has been taken into consideration.
- 6.3 Reasonable adjustments may include:
- Assistive Technology and Resources (Texthelp/Dragon Naturally Speaking)
  - Support for students with an SpLD by a Specialist Teachers (PATOSS Level 7)
  - In-class support, including note-takers and prompts
  - One-to-one and small group learning support
  - Accessible information including Alt Format / MP3 / enlargements / coloured handouts / overlays
  - Equipment loan (Dictaphones / laptops etc.)
  - Access Arrangements for examinations (Extra Time, Rest Breaks etc.)
- 6.4 Accessibility – we provide:
- Lifts
  - Ramps, where needed
  - A 'Student Wellbeing Room' and Quiet Areas – for students not comfortable in the busier areas of college
  - Access to Disabled Toilet facilities
  - Risk Assessments and Personal Emergency Evacuation Plans (PEEP's), for students, as appropriate.
- 6.5 The progress made by all students is regularly tracked and monitored on the MIS systems (Unit-e and Cedar). Initially, concerns registered by teachers, progress tutors, parents / carers or other external agencies are addressed through appropriate strategies for differentiation within the classroom, and through inclusive Quality First Teaching. Subsequent concerns can be raised at any point by any member of staff, by alerting the Learning Support Centre team and / or the Pastoral

Team. Learning Support staff will facilitate meetings with students and curriculum staff following each progress point, to identify current progress, and to amend support strategies, as required. This will be documented on the student's profile on Cedar. Appropriate interventions can then be actioned.

- 6.6 The effectiveness and impact of support is monitored continuously. It is regularly reviewed by teaching and support staff and recorded on Cedar within each student profile. Support is flexible and may be increased or reduced, depending on student need. Reductions in support are actioned to support the student to work more independently, in anticipation of the next stage of their education or employment, and in preparation for adulthood. Support will also be in line with the student's VESPA targets and the College's Support Strategy of offering classroom or one to one support in the Learning Support Centre, as required, and based on student need.

## 7. Expertise within the College

- 7.1 The governing body ensures that all members of staff are enabled, through effective dissemination of information, and through CPD, to interact appropriately and inclusively with students who disclose SEND. They also ensure that curriculum staff are enabled to develop their skills, are aware of effective practice, and keep their knowledge up to date to support the learning of students with SEND.

HNC also has access to specialist skills and expertise outside of college to support the learning of students with SEND and have contact with external agencies (including those providing mental health services, such as CAMHS, and other specialist organisations). There is a named person in the College with oversight of SEND provision to ensure co-ordination of support. This is the Head of Faculty for Learning Support.

This person contributes to the strategic and operational management of the College.

Curriculum and support staff know who to go to, if they need help in identifying a student's SEND, or are concerned about their progress, or need further advice i.e.. The Head of Faculty for Learning Support / Learning Support Manager in the first instance.

## 8. Working in partnership with students / parents

- 8.1 The impact of any assessment and intervention will be influenced by the involvement and interest of the student and his / her parents / carers. Success for all is dependent on active and positive collaboration between parents / carers, students and College staff, supported when and where appropriate by other professionals and external agencies.
- 8.2 Parental concerns are communicated to the College via letter, phone, e-mail, face to face at Parents' Evenings and Open Evenings and are responded to via the same range of channels. Staff concerns may be communicated to parents / carers, prompted by curriculum staff, by progress tutors or members of the Learning Support Centre team.
- 8.3 Students with SEND are invited to contribute to the decision-making process at college at various points on their student journey, and to provide feedback through various channels including:

- Disclosure documentation at interview
- Transition visits
- Enrolment interview
- Contact with specialist teachers
- Their progress tutors
- Their curriculum staff
- Their student support assistant
- Learner groups / focus groups

8.4 Parents / carers of students with SEND are invited to contribute to the decision-making process at various points in their son / daughter's student journey, and to provide feedback through various channels. These include:

- Open Evenings
- Disclosure documentation
- Transition visits
- Enrolment interview
- Contact with a specialist support teacher
- Contact with their progress tutor
- Contact with their curriculum staff
- Contact with their student support assistant
- Contact at any time by telephone or email

8.5 HNC will cooperate fully with the young person and the local authority, if a young person disagrees with and appeals against:

- The educational provision, outlined in the EHC Plan
- Reviews
- Assessments
- Plan to cease an EHC Plan.

8.6 The following quantitative and qualitative indicators will provide evidence of the impact of this policy:

- Annual success rates for SEND students
- Annual comparative success rates with other learner groups
- Individual tracking and monitoring records
- Student feedback via various channels
- Parental/Carer feedback
- External stakeholder feedback

## 9. Roles and Responsibilities

9.1 Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND support is the responsibility of the Principal, Assistant Principal Curriculum, Head of Faculty Learning Support and Learning Support Manager, in conjunction with the support of colleagues in the Learning Support Centre team. All governors, especially the SEND Governor, will ensure that they are fully informed and knowledgeable regarding the College's SEND provision.



- 9.2 The Assistant Principal Curriculum will oversee and contribute to all policies and decisions which contribute to or impact upon the SEND provision at HNC; ensuring that they comply with the College's vision and mission statements and that they fulfil all statutory requirements of the Children and Families Act 2014, and the SEND Code of Practice 2014.
- 9.3 The Head of Faculty Learning Support will act as the Special Educational Needs Co-Ordinator (SENCO)

### 10. Review of Policy and communication

The Senior Leadership Team approve this policy. Once approved, staff will be notified of the new policy via the staff news bulletin and the policy will be published on the external website.

### Appendix 1: Supported Admissions

Special Education Needs, Additional Learning Support and Disability

HNC welcomes applications from students who may require additional support. In order to fully assess the additional support needs the applicant must ensure all relevant sections of the application form are fully completed and any relevant supporting documents are provided prior to interview or at the interview.

The applicant, parents/carers and other partners supporting the applicant will be consulted with on what reasonable adjustments can be made to meet the applicant's specific needs.

To comply with statutory regulations, students with specific Access Arrangements for examinations will need to disclose these to college at the application stage and re-apply for these on transfer to the College. Relevant evidence must be up to date (within the previous 12 months) and provided as soon as possible after enrolment.

In some cases, there may be concerns about the suitability of HNC as a provider and/or a student's fitness to attend/study during the admissions process. Such concerns might be raised by a student, a parent/carer, the previous educational establishment, HNC staff or an external agency.

A range of evidence may be utilised in the assessment which may include:

- Input from the applicant and their parent/carer
- Educational Health Care Plan
- Medical, psychiatric and/or psychological evidence
- Reports from Schools
- Physical, emotional and social needs and associated support required
- Specialist treatments and therapies required
- Vulnerability and safeguarding



- Prior attainment
- Specialist equipment and/or environment required

In cases where an EHCP is in place, the content of this EHCP will be considered through the statutory consultation process initiated by a Local Authority and will form part of our decision-making process regarding whether HNC is an appropriate provider of post-16 education for the applicant. This consultation process occurs separately to the College's admissions process. This may lead to applications not progressing to interview or offers being rescinded should it be determined that the College is unable to meet the specific needs of the applicant.

In all cases a decision will be made in consultation with SLT. In cases where there are significant funding implications, there will also be consultation with the local authority.

### Reasonable Adjustments

Students with mental and/or physical health conditions are entitled to reasonable adjustments and support under the Equality Act, 2010. (The College will use discretion to exercise reasonable adjustment for students with general wellbeing conditions.)

Reasonable adjustments mean ensuring that there are reasonable steps to ensure students are not placed at a 'substantial disadvantage' due to their disability or difficulty. Reasonable adjustments are intended to remove barriers to learning and promote success.

It is important, however, to be clear about what is reasonable in an educational setting and the limits to the individual support that can be provided within a sixth form College. Our staff provide excellent care for all students but there will be times when a student's physical or mental health are so affected that they are no longer able, despite support both internal to the College and externally, to maintain reasonable academic progress.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- The needs of the student with mental and/or physical health conditions
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the applicant and other applicants
- Our standard admissions attendance expectation is 95%.
- Our adjusted medical evidence threshold is 90%. Applicants who do not feel they will be able to sustain minimum attendance levels at the adjusted level of 90% whilst at college will be advised to explore alternative providers to avoid disruption to their education.
- Students who have attendance levels between 80% and 90% will be considered for a place at HNC if we have received medical evidence to suggest that it is in the best interest of the applicant to be enrolled onto a full-time campus-based study programme. This would require the College to feel confident that the factors affecting the student's physical or mental health were sufficiently resolved to allow them to sustain our adjusted medical evidence threshold of 90%.

Students in this situation are likely to be monitored through our Fitness to Study process before an offer is made. During this time their attendance will be monitored to give the applicant an opportunity to evidence their ability to meet the attendance expectations at HNC

- The College reserves the right to not offer conditional places to students as a proportionate means of achieving the legitimate aim of ensuring we support students on to the appropriate study programmes on which they can flourish and achieve success. This is likely to be the case for any student with school attendance below 80%

Version	Date	Author(s)	Comments	Approval Route/ Date	Date of Next Review
1	September 2015	Shelley Martin	New Policy	SLT 13.11.15	September 2016
2	January 2017	Samantha Wilkinson	Updated Policy	SLT 27/01/17	September 2017
3	January 2018	Andrea Lindley	Updated Policy		January 2019
4	November 2019	Chris Madej	Updated Policy	SLT December 2019	Sept 2020
5	November 2020	Chris Madej	Updated Policy	SLT December 2020	September 2021
6	September 2021	Chris Madej	Updated policy	SLT September 2021	September 2022
7	September 2022	Chris Madej	Updated Policy	SLT September 2022	September 2022
8	September 2023	Chris Madej	Updated Policy	SLT October 2023	September 2024

### Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Send Policy
2. Summary of aims and objectives of the policy	The purpose of the policy is to clearly indicate the way in which the College will provide supportive education for all students with a Special Educational Need or Disability.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	The Assistant Principal Curriculum, Assistant Principal Quality & Curriculum (and DSL), Assistant Principal Student Development, Learning Support Manager have consulted with the statutory guidance.
4. Who is affected by the policy?	HNC students
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be the basis for all SEND decision making and processes. The policy will be reviewed annually. This is line with the revised admissions policy for 2024-2025

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made)
Disability	Positive Impact	The policy is compliant with all statutory responsibilities and has at the heart of it a desire to ensure equality for all.	N/A
Gender reassignment	Positive Impact	As explained for disability	N/A
Marriage or civil partnership	Positive Impact	As explained for disability	N/A
Pregnancy and maternity	Positive Impact	As explained for disability	N/A
Race	Positive Impact	As explained for disability	N/A
Religion or belief	Positive Impact	As explained for disability	N/A

<b>Sexual orientation</b>	Positive Impact	As explained for disability	N/A
<b>Sex (gender)</b>	Positive Impact	As explained for disability	N/A
<b>Age</b>	Positive Impact	As explained for disability	N/A

### Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?	The policy describes the processes to ensure that all SEND students can be supported in their education.	
Final Decision:	Tick the relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will <b>proceed</b> .	✓	The basis of the policy has been used for many years and the College SEND provision has been judged to be outstanding.
2. You can decide to <b>stop</b> the policy or practice at some point because the data shows bias towards one or more groups		
3. You can <b>adapt or change</b> the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to <b>proceed with caution</b> with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		



<b>Reviewed by: (Author)</b>	Chris Madej
<b>Date:</b>	13/10/23
<b>Review date (if applicable):</b>	
<b>Approval by: (SLT Lead)</b>	Kam Rogerson
<b>Date:</b>	13/10/23