SEND Policy

Expanse Learning College

October 2023

Author:	Karl Wane	Version	6	Review Date:	October 2025

1. Scope

This policy applies to all staff at Expanse Learning College across all sites (Hereafter referred to as the College).

2. Aim

This policy is written with reference to the Special Educational Needs and Disability Code of Practice 2015 and sections 29, 35 and 63-65 of the Children and Families Act 2015. The college believes that high quality teaching that is differentiated for all, underpins progress for all students, including those with SEN. It will be updated as appropriate in the light of new legislation.

It is our aim to:
o provide a safe and happy environment in which all students can develop personally, physically, socially, academically, and spiritually
o provide a curriculum offer with a wide range of learning experiences to meet the differing needs of individual students whilst offering equality of opportunity and high standards of teaching

3. Identifying Special Educational Needs

As an independent specialist setting, it may be assumed that all the students have a degree of additional need and are supported via an Education, Health, and Social Care Plan.

Students are identified as having Special Needs initially through liaison with feeder schools, Local Authority and through the identification of underlying and emerging need. Continuity of provision for students is maintained through admission and transition procedure.

4. The SEND Code of Practice 2015:

Children have a learning difficulty if they:
'Have a significantly greater difficulty in learning than the majority of children of the same age'.
'Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in college s within the area of the local education authority'.

Special Educational Needs and Disability provision should be matched to the student's identified needs.
Areas of need and support are identified as:
o Autism
o Cognition and Learning
o Coordination
o Hearing Impairment
o Physical
o Social Emotional Mental Health
o Speech Language and Communication

The four broad areas reflected in the Education Health Care Plan are:

5. Communication and interaction

Students with speech, language, and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Students with an autism spectrum disorder, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, social interaction, and imagination, which can impact on how they relate to others. (See Autism Policy for further information)

6. Cognition and learning

Support for learning difficulties may be required when a student learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as

dyslexia, dyscalculia, and dyspraxia.

7. Social, emotional, and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

8. Sensory and/or physical needs

Students who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (See Accessibility Plan and Equality Policy)

Students who arrive at our college are identified as having Special Educational Needs using the criteria set out below. Although testing can provide an indication of performance level, it is necessary to bear in mind they reflect the student's engagement on the day, and it is necessary to consider them against other available evidence over time.

9. English and Maths:

o   Establish reading ability using an age-appropriate standardised assessment.
o   Establish writing ability using an age-appropriate standardised assessment.
o   Establish speaking, listening and communication ability using an age-appropriate standardised assessment.
o   Establish maths ability using an age-appropriate standardised assessment.

10. General Learning:

o   Cognitive Assessment - Verbal, Quantitative, Non-verbal, and Spatial.
o   All students with a diagnosed, recognised condition that has an impact on learning e.g., dyslexia, dyspraxia, dyscalculia, ADHD, OCD, Anxiety; Medical evidence will be passed to the college and recorded on the student's permanent record.
o   A physical, sensory, or medical condition which impacts upon learning.

NB – These criteria are not exhaustive and will be updated, other criteria may be applied where college staff, families and external support agencies believe there is an underlying or undiagnosed condition that impacts on learning.

11. Response to Additional Needs

Most students at our college will experience some additional education needs. Most will have their needs met within the small nurturing groups with additional staff delivering personalised support. Some students will require a higher level of support, and this will be addressed through personalised timetables and provision mapping. College will deliver a wide range of activities to support the development of personal and social skills together whilst being mindful of the need to encourage independence.

12. Assess, Plan, Do, Review Cycle

The college is committed to quality teaching and the creation of personalised pathways to support learning.
Staff set and review challenging and aspirational targets with students, (both academic and personal).

13. Managing Additional Needs.

Provision for students with SEN is a whole college responsibility. Reviews and evaluation of that provision must involve all who are involved in the student's education.
This is achieved through:

o   Regular opportunities for academic and non-academic evaluation including PSTs, exams and end point assessments.
o   Student transition monitored through liaison with students, families, employers and staff.
o   Regular reviews for students, one of these will be an Annual Review, frequency will vary based on student needs.
o   Contributions from students, families, college staff, SLT and external support teams to review target setting reflecting an effective teaching cycle - planning, delivery, assessment and feedback.
o   Students are fully involved in the setting of targets and ongoing evaluation of progress. a
o   Regular meetings between college teams, i.e., teaching, pastoral, student support, SLT.
o   Regular SEN data shared with Governing Body.
o   Scrutiny of students' work and progress records.
o   Additional reports and evaluations from specialists and other external support agencies.
o   Student EHCP objectives drive teaching and learning.

14. Education Health and Care Plans

The Education Health and Care Plan (EHCP) includes detailed objectives for the student which are used to develop personalised targets that are:

o   Matched to the longer-term objectives set in the statement or EHCP.
o   Established through student and family collaboration.
o   Implemented and measured within the student's curriculum timetable.
o   Managed by the teaching teams with appropriate support where specified.

15. Reviews of Statements and/or Education Health and Care Plans

Statements/ Education Health and Care Plans must be reviewed annually with progress checked termly. The aim of the annual review will be to:

o   Assess progress towards achieving targets in relation to the student Education Health and Care Plan.
o   Review the effectiveness of the curriculum offer delivered to the student.
o   Assess the existing Education Health and Care Plan in relation to the student's progress and achievement.
o   Decide on the appropriateness of the student's EHCP - cease, continue and/or amend.
o   Identify transition route and set new objectives for the following year.

16. Criteria for the reduction of SEND Provision

Students who make significant progress may require support at increasingly lower levels of intensity in terms of support. Where a student exceeds the criteria for entry to the college, or if their progress is in line with their peers, then discussion will be held within college, and in consultation with parents, the student, and the relevant Local Authority, around transition and integration (either partially or fully) into a more mainstream setting.

17. Provision available for SEN students

Details regarding the Expanse College offer for SEND students is set out in the College curriculum policy (which should be read in conjunction with this policy).

18. Supporting Students and Families

Families
The College has an 'open door' policy towards families. Informally, families are encouraged to contact whenever they wish.
o   Head and college staff are available at all annual parents' evenings or open events.
o   All students with an EHCP have a formal review every year.
o   Statutory partners are invited to all reviews and are also invited to make written comments.
Students
Students are encouraged to take ownership of their own learning in a variety of ways including:
o   Learning conversations
o   Regular meetings with college staff
o   Contribution within the review process.

19. Training and Resources

"Teachers are responsible and accountable for the progress and development of the students in their class, including student support from teaching assistants." Special Educational Needs and Disability Code of Practice: (0 to 25 years).

For SEN provision to be implemented effectively, college staff need to differentiate teaching appropriately to accommodate individual student differences. It is vital that all college staff are appropriately trained to fulfil this aim. All staff attend INSET training and are encouraged to undertake, CPD, practical training and academic learning supplied via external sources.

The Head ensures that subject and pastoral staff are well informed of national SEN issues; issues relating to Expanse Learning SEN; and individual students through:

o   Head contributions to CPD Sessions and training days.
o   Head update during weekly team meetings.
o   Head SDP meetings with individual staff.

20. Training

Staff and governors will ensure that they are kept fully abreast of their responsibilities by attending training and meetings to receive updates from Heads.   Staff and governors will stay up to date about special educational needs issues through attendance external training and meetings. They will also utilise reflective practice and plan in research activities.

21. Roles and Responsibilities

It is the responsibility of Heads to assess the provision made by the college in relation to students who have a Special Educational Need or Disability, this information is used to update the governing body. The HLS will work closely with the governors and staff to monitor the effective day-to-day operation of the College's Special Educational Needs Policy and will identify lead Special Educational Needs interventions and contribute to the College's ongoing development.

Teachers are responsible for:

o   Being aware of the College 's procedures for the identification and assessment of, and subsequent provision for, students with SEN.
o   Differentiating the curriculum and monitoring the progress of students with special educational needs.
o   Monitoring, and contributing to, targets set for students with SEND to ensure they are given an opportunity to develop their skills.
o   Liaising with teaching assistants at all levels so that lesson plans and target setting is effective in ensuring that students make adequate progress.
o   Deployment of TA's offering a range of support from one-to-one mentoring, small group work, enrichment activities and other classroom support.

Head of learning support (HLS) is responsible for:

o   Supporting teachers, pastoral staff, and TAs in meeting the needs of students with special educational needs
o   Providing detailed information and advice relating to students' abilities based on previous college data and current data from assessments and observations.
o   Providing advice and support to departments on a range of curricular issues including the selection of resources and teaching strategies.
o   Regularly monitoring the progress of students for whom provision is made through work scrutiny and lesson observations.
o   Regularly monitor the impact of specialist programmes of support storage and management of key information.

Complaint's procedure

o   Concerns or complaints raised by parents are dealt with as per our complaints policy.
o   Concerns that cannot be resolved in this way will follow a line of referral, involving SLT and governors and LA's.
o   When necessary, families will be supported to utilise SEN Disagreement Resolution or SEN Tribunal Procedures.
o   Information regarding external support groups, such as Parent Partnership, will be made available.

22. Monitoring arrangements

- o SLT are responsible for monitoring and reviewing this policy.
- o The Director will check that the college complies with this policy.
- o This document will be reviewed **every 24 months thereafter**.

Impact of non-compliance

Staff:	Disciplinary action
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Head /Director of College
Policy Reference:	ELCO-OPER-POL-0012-(Exp-Oct25)
Version:	6
Agreed policy location:	Document Hub and Company Website
Review Schedule:	24 Months
Does the policy require Governor approval?	No

Approval

Prepared by	*Approved by*	*Counter Signatory*
Karl Wane	Tony Brown	Scott Roberts (Assoc. CIPD)
25/10/2023	31/10/2023	31/10/2023
K Wane		
Post 16 Director	CEO	Head of Shared Services

Version Control

Version	Date	Revision	Review Date
1	21/06/2018	First Issue	20/06/2018
2	01/09/2019	Policy reviewed and transferred to new template	31/08/2020
3	01/09/2020	Policy Review	31/08/2021
4	01/09/2021	Policy reviewed, Flow charts added as appendices and changes made to late recording	31/08/2022
5	17/11/2022	Policy Reviewed	16/11/2023
6	25/10/2023	Policy Reviewed and updated	25/10/2025