

1 Authority & Context

- 1.1 Oldham College's SEND policy for children and young people with special education needs or disabilities is governed and informed by the statutory frameworks set out in the following :
 - 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 2014
- 1.2 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.'
- 1.3 Definition of SEND
 - 1.3.1 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 them.
 - 1.3.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - 1.3.2.1 has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 1.3.2.2 has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-sixteen institutions
(SEND Code of Practice January 2014)

2 Scope

This Policy applies to provision for students with special educational needs and (or) disabilities on full time and part time classroom-based provision and work-based provision. Adults (over the age of twenty five) are also scoped into the Policy, although outside the scope of the SEND Code of Practice 2014.

3 Policy Content

- 3.1 This SEND Policy details how Oldham College will do its best to ensure that the necessary provision is made available for any student who has special educational needs or disabilities, and those needs are made known to all who are likely to be involved in their college experience. Oldham, College will use its best endeavours to ensure that tutors in the College are able to identify and provide for those students who have special educational needs or 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 or disabilities.
- 3.2 The staff and governors of Oldham College 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.

- 3.3 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 tutors are tutors of SEND students. Teaching and supporting such students is therefore a whole-college responsibility, in line with the College culture of 'every teacher is a teacher of SEND', and 'every leader is a leader of SEND.'
- 3.4 Meeting the needs of SEND students requires partnership working between all those involved – local authority, College governors and staff, parents/carers, children's services and all other relevant agencies.
- 3.5 Oldham College 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 Oldham College is the best placement, to access lessons, social environments and enrichment activities as freely as possible. Needs and adjustments will be considered on an individual basis.

3.6 Fundamental Principles

- 3.6.1 Oldham College aims to ensure that:
- 3.6.1.1 It uses its best endeavours to secure the SEND provision that a young person needs;
 - 3.6.1.2 There is a smooth transition at each transition stage for the student;
 - 3.6.1.3 All staff are aware of the importance of early identification and of providing for SEND students whom they teach and-or support;
 - 3.6.1.4 All staff have access to information about the student's needs, which will enable them to meet those needs in the classroom;
 - 3.6.1.5 The views of the students and parents/guardians are sought and taken into account;
 - 3.6.1.6 All College staff recognise that parents/guardians 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/guardians through the process of transition and adjustment;
 - 3.6.1.7 SEND students are offered full access to a broad, balanced and relevant education;
 - 3.6.1.8 SEND students have full access to all college activities, as far as is reasonably practical, which relate to the students' needs;
 - 3.6.1.9 The College works in partnership with external agencies to meet the needs of the learners.
- 3.6.2 In accordance with The Special Educational Needs and Disability Code of Practice 2014, Oldham College will:
- 3.6.2.1 Have a written SEND policy, containing the information as set out in the SEND Code of Practice;
 - 3.6.2.2 Give every student access to a Support Assessment to enable them to disclose any support needs and work with the ALS Team to identify appropriate support;
 - 3.6.2.3 Bring together the relevant information from school, the student, external agencies and screening/assessment to plan the right support;
 - 3.6.2.4 Inform the student's parents/guardians that special educational provision is being made for them;

- 3.6.2.5 Ensure that parents/guardians are able to make their views known about how their son/daughter is educated and have access to information, support and advice regarding their son/daughter's requirements.

3.7 Transition

- 3.7.1 The Oldham College ALS Team is involved in transition planning between schools and college to prepare to meet the students' 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 Oldham College is as smooth as possible for students with SEND. Transition Officers will visit all schools where students have disclosed SEND and are planning to attend Oldham College. Coordinators will visit all schools where students have disclosed SEND and are planning to attend Oldham College. The EHCP Coordinator regularly attends EHCP review meetings in schools for prospective students and liaises closely with the local authority regarding prospective students. SEND students who disclose at interview will subsequently be invited to:
- a. complete a SEND declaration and Support Assessment form;
 - b. attend College for a transition visit
 - c. discuss their needs on enrolment

3.8 Admissions Policy

- 3.8.1 Where a student has a learning difficulty or disability that calls for special educational provision, the College will use its best endeavours to put appropriate support in place. Students will be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support will be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.
- 3.8.2 Support for the student will be evidence-based. Oldham College will take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. The student will be involved and, particularly for those aged sixteen to eighteen, their parents, closely at all stages of the cycle, planning around the individual, and the College will ensure that staff have the skills to do this effectively.

3.9 Support Assessment

- 3.9.1 Where a student is identified as having SEND and needing SEND support, the College will work with the student/parent/carer to bring together all the relevant information from the school, from the student, from those working with the student and from any screening test or assessments carried out. This information will be discussed with the student as part of a Support Assessment. The student should be offered support at this meeting and might be accompanied by a parent, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the College or beyond.
- 3.9.2 Where the College decides a student needs SEND support the College will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. The support and intervention provided will be selected to meet the students' aspirations, and will be based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge.
- 3.9.3 Special educational support might include, for example:
- assistive technology
 - personal care
 - specialist tuition
 - note takers
 - interpreters

- one-to-one and small-group learning support
- independent living training
- accessible information such as symbol-based materials
- access to therapies (for example speech and language therapy)
- travel training.

- 3.9.4 Oldham College will ensure that good support is put in place, and that appropriately qualified staff provide the support needed. The College should, in discussion with the student, assess the impact and success of the intervention.
- 3.9.5 The effectiveness of the support and its impact on the students' progress will be reviewed regularly, taking into account the students' own progress and any changes to the students' own ambitions and aspirations, which may lead to changes in the type and level of their support. The College will revisit this cycle of action, refining and revising decisions about support as we gain a richer understanding of the student, and what is most effective in helping them secure good outcomes. Support for all students with SEND will be kept under review, whether or not a student has an EHCP.
- 3.9.6 Where a student has an EHCP, the local authority must review that plan as a minimum every twelve months, including a review of the students' support. The College will cooperate with the local authority in the review process and a learner-centred approach to the annual review will be led by the EHCP Reviewing Officers.
- 3.9.7 Oldham College will ensure they have access to external specialist services and expertise. These can include, for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers (teachers of the deaf) and support services, supported employment services and therapists. They can be involved at any point for help or advice on the best way to support a student where the students' needs are not being met by the strong, evidence-based support provided by the College. Where, despite the College having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student is still not making the expected progress, the College or young person should consider requesting an EHC needs assessment.
- 3.9.8 Oldham College will keep a student's profile and record of support up to date to inform discussions with the student about their progress and support. The information should be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.
- 3.9.9 Support is flexible and may be increased or reduced, depending on student need. Reductions in support are actioned to support the student to work towards more independent study, in anticipation of the next stage of their education or employment and in preparation for adulthood.

3.10 Staff Development

- 3.10.1 The Head of Additional Learning Support ensures that all members of staff are enabled, through effective dissemination of information and through CPD, to interact appropriately and inclusively with students who have SEND. They also work with the Manager of Additional Learning Support and the Learning and Development team to ensure that curriculum staff are enabled to develop their skills, are aware of effective practice and keep their knowledge up to date in line with the College culture that every teacher is a teacher of SEND. The Head of Additional Learning Support has oversight of SEND provision to ensure coordination of 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 Additional Learning Support team.

3.11 Student Voice

3.11.1 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:

- transition visits
- enrolment interview
- support assessment
- through contact with specialist teachers
- through curriculum staff
- through support officers
- learner group/focus groups

3.12 Parent/Guardian Voice

3.12.1 Parents/guardians 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
- transition visits
- enrolment interview
- support assessment
- parents' evenings
- annual EHCP review
- parent questionnaire
- by telephone or email contact at any time.

3.12.2 Parental concerns are communicated to the College via letter, telephone, e-mail, parents' evenings or open evenings, and are responded to via the same range of channels. Staff concerns may be communicated to parents/guardians, prompted by curriculum staff, programme coaches or members of the Additional Learning Support team.

3.13 The role of the Governing Body

3.13.1 Governors have responsibility for the strategic overview and implementation of the SEND Policy. The day-to-day management and organisation of SEND support is the responsibility of the Principal, Deputy Principal, Vice Principal (Student Experience & Inclusion) in conjunction with the support of colleagues in the ALS Team and the Head of Additional Learning Support. All Governors, especially the SEND Governor, will ensure that they are fully informed and knowledgeable regarding the College's SEND provision.

3.14 The Role of the Additional Learning Support ALS Manager

3.14.1 The Additional Learning Support Manager will, in collaboration with the Principal, Deputy Principal, Vice Principal (Student Experience & Inclusion), Director of SEND, Student Support Services and the governing body determine the strategic development of the SEND Policy and provision at Oldham College with the ultimate aim of raising the achievement rates of students with SEND.

3.14.2 In particular, the Additional Learning Support Manager will:

- manage the team of learner support assistants;
- liaise with partner schools in order to facilitate smooth transition;
- provide appropriate information to promote inclusive teaching;
- liaise with and advise colleagues on all matters relating to SEND;
- contribute to the continuing professional development and training of college staff;
- formally assess the impact of the SEND Policy through the annual self-assessment process;
- implement an action plan to address any issues raised in the above;
- assess students for access arrangements and specialist support;

- manage the work of the specialist assessors;
- organise and maintain the records of all SEND students;
- liaise with parents/guardians of SEND students;
- liaise with external agencies as relevant/appropriate, to promote achievement of SEND students.

4 Accountabilities

- 4.1 The Deputy Principal has overall accountability for the implementation of this Policy.
- 4.2 The Vice Principal Student Experience and Inclusion leads is accountable for the SEND strategy.
- 4.3 The Director of SEND and the ALS Manager are accountable for operational management of support processes, including those mandated by the SEND Code of Practice 2014.
- 4.4 The SEND lead Governor has the responsibility for ensuring that Governors as a whole are kept aware of and input to the strategic overview for SEND students and implementation of the SEND Policy.

5 Associated Documentation

6 Related Policies and Procedures

- 6.1 Equality and Diversity Policy
- 6.2 Safeguarding and Child Protection Policy

Change History Record

Issue	Description	Approval (author signature)	Date of Issue
Draft 1.0	New Policy	Alan Benvie	19.11.18
Draft 1.1	Minor updates prior to Governors' approval, including addition of 4.3	Nick Middleton	20.11.18
Draft 1.2	Minor updates to job roles.	Nick Middleton	05.06.23
Version 1.0	Approved Governors (C&Q) June 2023	Nick Middleton	05.06.23
Version 1.1	Update to accountabilities (change of job roles): 4.2 VP Student Experience and Inclusion – no operational involvement. 4.3 Director of SEND and ALSE Manager have full accountability for operational management.	Nick Middleton	07.06.24