College Group Policy

SEND Policy

Manager Responsible: Director of Campus - MS

Version Number: 1.0

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Approved by:	Senior Management Team
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Intended Audience: *(Check appropriate box)*			
Staff:	☒	Governors:	☐
Students:	☒	External:	☒

Chelmsford College

Dovedale Nursery

AMENDMENT SUMMARY

Version	Date	Remarks
1.0	1/10/26	Initial Publication

Age, Disability, Gender & Race Equality Statement

Age, Disability, Gender and Race Equality Impact Measures will be set and monitored through analysis of all data related to potential suspected or actual abuse of this policy.

A copy of the Equality Impact Assessment Initial Screening Form is attached as an Annex to this document

1. Purpose and Scope

1.1 The intent of the policy is to ensure the college is an inclusive environment for all and meets its statutory duties and responsibilities under the following legislation and frameworks:

- The SEND Code of Practice: 0-25 years (2014)
- The Children & Families Act (2014)
- The Equality Act (2010)
- Ordinarily Available Framework

1.2 This policy applies to all learners enrolled on a full or part-time programme or apprenticeship inclusively with special educational needs and/or disabilities and will set out how the college works with its stakeholders to support needs. This policy will also inform and guide staff to encourage inclusive practice. This policy must be adhered to by all staff at the college, including agency/casual staff or volunteers.

Chelmsford College strives to provide a fully inclusive curriculum that aims to achieve the best possible outcomes for all learners across all aspects of its provision, regardless of learning needs or disability. The college recognises its role in preparing its learners for their next steps, relating to further/higher education, employability and employment, independence, community participation and good health and personal development.

1.3 The college recognises that learners with SEND can be vulnerable and will ensure all safeguarding needs are considered and dealt with on an individual basis. This includes carrying out appropriate risk assessments.

1.4 To ensure that learners with SEND have access to all activities within the college and all aspects of the learning experience and Life Skills Programme and enrichment activities.

1.5 To ensure learners are given the opportunity to express their views and are involved in decisions which affect their education and support and their parents/carers where appropriate.

1.6 To promote effective partnership and involve stakeholders and agencies where appropriate to provide the best support possible.

1.7 The college welcomes learners with additional learning support needs and disabilities and seeks to provide the best possible support from within the college's various SEND provisions (Bespoke Provision, Foundation Provision, and through Cross-college SEND Support Provision). Our Restart Programmes, whilst not specifically a SEND programme are ideally suited to learners re-engaging with education after home schooling, reduced timetables or who have struggled to engage with learning for a variety of reasons. The SEND provision within the college works closely and collaboratively with other agencies and stakeholders to carry out individualised and person-centred planning to meet learners' needs. The College believes in the importance of the learner's views, wishes and feelings in planning support, together with the views of parents and carers where appropriate.

1.8 Each SEND provision aims to swiftly and accurately identify and assess learners with additional needs to provide appropriate support that enables all staff across the college to meet their needs.

This SEND Policy should be available to all learners, stakeholders, agencies and staff and includes a number of specific annexes that provides detail and additional information on specific aspects of support.

2. Definitions

2.1 The Children Acts 1989 and 2004 state that a child is any person aged under 18 years old. However, in certain circumstances this age limit may be extended to their 25th birthday for learners with an EHCP and/or any learner with SEND.

The Children and Families Act 2014 defines SEN as follows:
A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a. Has a significantly greater difficulty in learning than the majority of others of the same age; or;
b. 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-16 institutions.

2.2 Inclusion and SEND is a whole college strategy and will involve all staff working collaboratively. Implementation of this policy will be through the structure and processes of the College. The various managers, working under direction of the relevant Director of Campus, ensures appropriate application of the policies.

3 Provision Types

3.1 Bespoke Provision

Bespoke Provision is a part-time course for young adults who have barriers to learning within a class-based provision. Each student has a bespoke offer with their own set of plans and implementation, personalised outcomes and receive a minimum of one-to-one support. The aims of the learning programme are specific to the individual and what they need to prepare for their life after Bespoke Provision.

The programme prepares students for further education, employment and life skills and focusses on three areas:

1. Core Skills - Independence and Wellbeing Skills When Preparing for Adulthood.

2. Preparing for Next Steps – Further Education, Employment, Supported Living, Community Participation, Good Health, and Further Education.

3. Choice - Enrichment, Projects, Skills, and Qualifications, Life Skills (PD).

These three areas and college outcomes are supported by EHCP outcomes that are updated to ensure validity. These outcomes serve as functional skills and personal targets.

Student progress is reviewed using the RARPA process due to its ability to show progress at regular intervals and amend outcomes when necessary. Students can participate in qualifications on request to help them make progress towards personal outcomes.

Education and support are offered in college, at homes and in the community. All aspects of the educational offer are flexible to the individual needs including transitions, timings, rooming, and expectations.

All students engage with 'Personal Development' and 'Behaviour and Attitudes' progression through a combination of outcomes, Therapeutic behaviour management, and the Life Skills Curriculum.

3.2 Foundation Provision

Foundation Provision is a department for young people aged 16 and above with mild to moderate SEN. Classes are small, and all have Inclusion Coaches supporting the teacher. Most of the learners in our department have EHCP's, however this is not a requirement.

We offer 3 different Pathways (or courses). For learners with a higher level of need we have our Life Skills and Independence Pathway. Generally, learners on this pathway are working at pre-entry or entry level. The course aligns with the PfA outcomes, concentrating on developing life skills, social and community skills, understanding of a healthy lifestyle and employability skills. Maths and English are also taught, with a strong focus on their functional application.

The second course is the Employment and Vocational Pathway. This is aimed at learners working at Entry 2 to Level 1. The aim of this course is to prepare the learner for the next stages of their life, both personally, and in terms of moving on to either further courses or employment. Learners on this course will work towards their Functional Skills English and maths qualifications. They also cover a range of topics such as digital skills, life skills and employability skills.

The final course is the Supported Internship. This a route to employment, where young adults with EHCP's are supported in work placements, with the aim of securing permanent paid employment. They also have 1 education day in college.

3.3 Mainstream

The college offers a variety of programmes that are inclusive and support progression to further study or employment. The college Restart programme provides learners who may be Not in Education, Employment or Training ("NEET") or who have previously struggled with full time education, Emotional Based School Avoidance ("EBSA"), anxiety or mental health to re-engage with learning. E3 and IN2 courses also support learners to make a positive entry into Further Education. The cross-college SEND Provision team provide support for learners with SEND/EHCP to

communicate needs to teaching staff, ensure reasonable adjustments and through the provision of Exam Access Arrangements.

4. Roles and Responsibilities

4.1 The Cross College SENCo/Manager acts as SENCo within the college. The Cross College SENCo/Manager has responsibility to ensure statutory processes relating to EHCPs are carried out within the guidance of the local authority and SEND Code of Practice, including EHCP Annual Reviews. The Cross College SENCo/Manager will also ensure that any additional funding to support individuals with high needs is requested and will liaise with the local authority to ensure that any information required is provided. The Cross College SENCo/Manager will support the strategic aims of the college in relation to SEND and inclusion and collaborate with the local authority, parents and other stakeholders in striving for the best outcomes for young people with SEND. The Cross College SENCo/Manager will guide and support staff with the process for Education Health & Care Needs Assessment Requests ("EHCNAR") or other requests for assessment of needs or conditions and all staff should liaise with the Cross College SENCO/Manager before initiating any of these requests.

4.2 The Bespoke Provision Manager will ensure that there is a personalised curriculum suitable for those learners with high needs or who are NEET with the aim of progression into further study within the college.

4.3 The Foundation Provision Manager will ensure that the curriculum for each pathway is designed to enable the learners to make progress towards their EHCP outcomes and the aims of the course. The Foundation Provision Manager will also ensure that learner progress is tracked, and appropriate targets are set to enable learners to achieve. Coordination of Annual reviews will be carried out in a timely manner. For learners without EHCP's the Foundation Provision manager will support families in the process in collaboration with the Cross College SENCo / Manager.

5. **Applications, Admissions and Consultations Process**.

5.1 Learners are encouraged to make the college aware of any learning difficulty, disability or additional learning need and to accept the support offered. Occasionally, the adjustments that need to be made to enable a learner to have their chosen programme may not be deemed as a reasonable adjustment. We will always endeavour to accommodate learners' choices however, in consultation with them and/or the local authority, we may need to offer an alternative which enables us to meet their SEND needs most effectively.

5.2 For learners with an EHCP, an application must be made to the college before the college can respond to a consultation. This will enable the correct manager to assess whether needs can be met. Where appropriate, and for specific provisions, this may mean a meeting with the learner and their parents.

5.3 If Consultations are received after the statutory 31st March deadline, the college cannot guarantee places on a specific programme or course. Where this is the case, in accordance with the SEND Code of Practice, the college will work with a young person and their parents to find a suitable alternative course. Late

consultations may result in reduced opportunity for planned and effective transition or may necessitate a late start to a programme or course while adjustments or special arrangements are put into place. This may include recruitment of specialist staff, essential training for existing staff or the ordering or delivery of equipment.

6. Ordinarily Available

Teachers are expected to support the provision of an inclusive environment and reasonable adjustments for learners with SEND through the provision of high quality teaching and learning and in line with Essex Ordinarily Available Framework. Teachers will ensure learners have the best opportunity to access their programme of study, achieve their goals, increase their independence, and prepare for adult life. INSPIRE SEND staff supports academic teams to understand and support learners with SEND. The INSPIRE SEND Team can offer advice to support inclusion and reasonable adjustments. Teachers are expected to work closely with the SENCo and INSPIRE SEND staff to plan, deliver and assess the impact of support and interventions.

8 Assistant Dogs

The college welcomes assistance dogs and has its own therapy dog. Learner's wishing to bring their dog to college should contact the SENCo. The college risk assessment in relation to visiting dogs should be referred to in all instances of dogs in college.

9 Behaviour Policy and Disciplinary Process and learners with SEND

The college has a Ready Respect Safe Behaviour Policy in place and as an inclusive college uses one policy for all learners. Professionals will use their judgment and adapt this on a case-by-case basis relating to individual learners' needs. Where required managers will ensure that support mechanisms are in place. It is important that students engage in these processes so that they share their views with concern to a particular incident. Other arrangements will be made for those learners who are not deemed to have Capacity. If learners are unwilling to engage in the process, then this will result in the withdrawal of the individual from their programme of study.

Where an intervention or other plan is put in place following an incident or cause of concern, additional support may form part of a plan to help the learner remain on programme, and accepting the support will be necessary.

10 Dress Code

The college has a dress code for learners. Reasonable adjustments to accommodate sensory or other needs will be considered on a case-by-case basis.

11 Access Arrangements and Special Consideration for Exams

SEND Support Provision collaborates with the Exams Team to ensure all learners who require assessment for access arrangements in exams have the correct concessions in place.

12 Intimate Care

Chelmsford College is committed to ensuring that all staff responsible for personal or intimate care of young adults will undertake their duties in a professional manner at all times. The management of all young adults with personal or intimate care needs will be carefully planned. The young adult who requires intimate care is treated with respect at all times; the young adult's welfare and dignity are of paramount importance. Support staff who provide personal care have the necessary skills and experience and will have training in Safeguarding and Manual Handling. Suitable equipment and facilities will be provided to assist with young adults who need special arrangements following assessment from physiotherapist or occupational therapist where appropriate.

13 Monitoring and Review of Policy

The delivery of provision for SEND as set out in this policy is monitored and reviewed through:

- The interest and scrutiny of the Governors and Executive Group
- The College Self-Assessment process
- Ofsted Inspection arrangements
- Collaboration with Local Authority
- Student and stakeholder feedback including student Changemakers.

14 Associated Documents:

This policy should be read in conjunction with related documents and policies as follows:

Exam Access Arrangements Policy

Support for Absent Learners/learners Missing in Education

Intimate Care Policy

Mental Capacity Policy

Disability Statement (displayed on the College Website)

Equality Impact Assessment (EIA)

Name and Job Title of staff member completing the assessment	Tracy Fielder, Cross College SENCO /Manager
Name of the policy, practice, or service being assessed	SEND Policy
What are the main objectives or aims of the policy, practice or service?	To ensure information relating to SEND provision and support is clear for all stakeholders
On whom could this policy, practice or service impact?	College staff, learners and parents/carers
Date EIA Assessment completed	7/10/26

Consider the following questions in terms of on whom the policy, practice, or service could potentially have an impact. Detail the impact assessment in Table below, answering 'Yes or 'No' in column 2 and show areas you have considered, mitigations to reduce any potential negative impact and review period. **Could the policy, practice, or service:**
a. Prevent the promotion of equality of opportunity or good relations between different groups of people?
b. Create barriers to allocation of pay fairly & equitably or new staff obtaining employment because of a protected characteristic?
c. Affect the usage of the strategy in practice?
d. Result in someone with a protected characteristic being disproportionately advantaged or disadvantaged?
e. Make it more or less likely that someone with a protected characteristic will be at risk of harassment or victimisation?

Characteristic	Potential Impact	Evidence to demonstrate this impact or state "*None Identified*"	Mitigations to reduce potential negative Impact
Marriage / Civil Partnership	n/a	•	•
Pregnant Worker or Maternity	N/a	•	•
Race / Ethnicity	n/a	•	•
Religion / Belief	n/a	•	•
Sex	n/a	•	•
Sexual Orientation	n/a	•	•

Any Other Areas of Consideration

Characteristic	Potential Impact	Evidence to demonstrate this impact	Mitigations to reduce poten negative Impact
		•	•
		•	•
		•	•

Generic Controls

The College has generic controls in place to monitor the uniform application of this strategy in practice through:
a) Access & Inclusion Review Panel