

SEND Policy

1. Definitions in the policy:

SEN&D refers to students who have a Special Educational Need and Disability which calls for special educational provision to be made for them.

EHCP is the acronym for an Education Health and Care Plan. An Education Health and Care Plan is for children and young people aged up to 25 who need more support than is available through universal special educational needs provision. EHC plans identify educational, health and social needs and specify the additional support required to meet those needs.

LA refers to the local authority which covers the locality in which the student resides.

Graduated Response refers to Richard Huish's student support provision for students, which is differentiated according to student need.

FE is the acronym for Further Education which refers to study in a post-16 educational establishment.

EHCP panel is made up of the Learning Support Manager, Director of Student Services and Assistant Principal for the relevant curriculum area.

2. Purpose and Scope of the policy:

2.1 Richard Huish is committed to creating an inclusive college, where specialist support is available for all, and diversity is embraced. We have a culture that cares for the individual and promotes inclusivity, equality and mutual respect. We plan and respond positively to different needs and circumstances so that every student has access to opportunities to enable them to achieve their potential.

Whilst the cohort at Richard Huish are predominantly aged 16-19, the College does have older students apply. This can present a safeguarding challenge. As a result, Richard Huish College completes a college DBS check and risk assesses any new student aged 19 or above wishing to enrol on to a 16-19 study programme. Richard Huish College reserves the right to refuse to enrol a new student aged 19 or above based on its safeguarding duty.

The College is part of the wider Huish Trust and is committed to the Trust wide safeguarding policy. However, it is acknowledged that there can be distinct differences within a Sixth Form College environment. Working with students over the age of 16 can pose significantly different challenges compared to those of other educational establishments, it is therefore appropriate for the College to have an additional separate policy which recognises the specifics of a post-16 setting.

[Policies and Procedures - Richard Huish College](#)

2.2 Richard Huish's SEND policy is in place to outline the consistent, fair and effective Special Educational Needs & Disabilities (SEN&D) offer to ensure that the needs of students with SEN&D, and those without SEN&D, are met.

2.3 The purpose of this policy is to ensure there is fair access for all students with diagnosed SEN&D, confirmed with relevant evidence. It also ensures that students without a confirmed SEN&D have access to appropriate, short-term intervention within the boundaries of our graduated response offer.

2.4 This policy will address the following:

- Enrolment considerations for those with a diagnosed SEN&D and any student, who may need low level support on a short-term basis.
- The Graduated Response – which encompasses an offer for all students who study at Richard Huish College.
- How those students with an EHCP will access the college wide support services.

3. Policy

Application

3.1 Students with an EHCP will be referred to the college in the first instance by their Local Authority (LA). The college EHCP Panel will consult directly with the LA. The college will follow the guidance laid out in the SEND code of Practice 2014. The purpose of this panel is to offer individual consideration of each application and consultation to ensure, where appropriate, a suitable programme of study is secured for the student, reasonable adjustments are made, and effective transitions are organised. The panel will also decline EHCPs where the college is unable to meet the provision outlined in the plan. To ensure that the consultation is appropriate for the transition to FE, the LA authority will be asked to provide an EHCP updated in Year 11 with funding levels attached.

3.2 All students are asked to identify their SEN&D at the application stage. Depending on the type of SEN&D identified, all students will be offered an Information and Guidance meeting and some of these meetings will be with a member of the student support team. The purpose of all meetings is to gather as much SEN&D information as possible to support the transition to college.

3.3 If an EHCP is declared, the student and next of kin will be offered an Information and Guidance meeting with the Learning Support Manager. The purpose of this is to explain the consultation process with the LA and potential timelines. All study programme offers are conditional until the EHCP consultation process with the LA has been completed and offers are also dependent on final exam grades. Richard Huish must agree that they can meet the outcomes and provisions of the EHCP before accepting the EHCP. We are unable to safely meet the needs of students who require physical restraint as part of a planned behaviour intervention within the college.

3.4 Richard Huish will provide appropriate advice and guidance for all students with an EHCP to ensure they are guided towards programmes which support their long-term goals. This will include a consideration of the student's prior achievements and predicted grades. Students will need to meet the study programme entry requirements and will be offered a study programme which is appropriate for the student's academic ability and age.

3.5 Richard Huish College reserves the right to make decisions relating to appropriateness of admission in connection with the academic ability and age of any applicant where safeguarding best practice requires the College to do so.

3.6 All offers are linked to the courses displayed on the Richard Huish College website. We do not offer bespoke programmes of study purely on a 1:1 teaching basis or in small class sizes. Occasionally we can offer a part-time study programme and this is considered on an individual basis according to need and college resources. Richard Huish College does not offer remote learning on a long term basis. All timetabled lessons are generally between 09.00 and 16.40. Students will be expected to complete independent study during timeslots allocated within their timetable.

3.7 Once a course place has been confirmed, support staff may identify extended transition needs and these may include:

- 1.a.1 Transition/experience days.
- 1.a.2 Welcome to Huish days.
- 1.a.3 Bespoke transition arrangements.
- 1.a.4 Meetings with parents and school staff.

3.8 Places for students with an EHCP are offered provided that the college has been sent the necessary statutory documentation from the local authority. Study programmes available also need to match the individual support needs of the student.

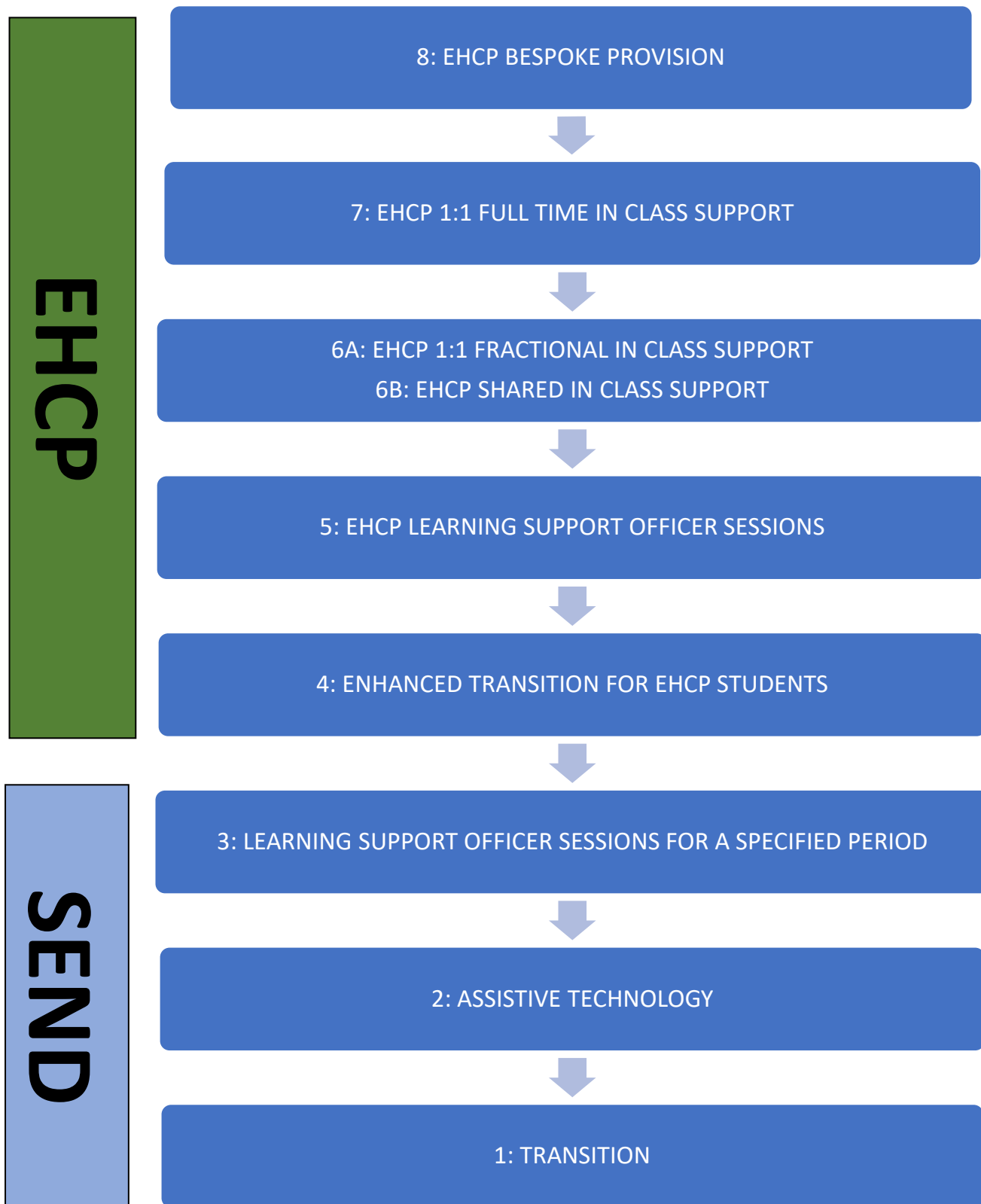
4. Graduated Support Response - providing support

4.1 Richard Huish College has implemented a Graduated Response to provide a student support service which aims to allow students to achieve their potential through targeted support based on individual need. All provision of student support is determined by the Graduated Support framework as detailed below.

4.2 EHCP students will have their support provision outlined in their plan, and their support is covered by Graduated Response Levels 1 to 9. EHCP students at Richard Huish College are allocated a Learning Support Officer. This is the mechanism for the college to monitor the provision outlined in the plan and for the student to be supported with study skills and their transition to college. A Learning Support Officer is automatically put in place and does not need to be requested.

4.3 SEN&D students and students without SEN&D can access support, whilst at college, if requested by their Progress Tutor and/or academic teaching staff. This category of support, offered for a specific period, is covered by Graduated Response Levels 2 to 4. Requests for support can cover the following:

- 1.a.1 Digi (assistive) technology
- 1.a.2 Revision Skills
- 1.a.3 Organisation
- 1.a.4 Study Skills
- 1.a.5 Catching up on missed work
- 1.a.6 Time management



5. Implementation

5.1 All applications for Learning Support will be accessed either on receipt of an EHCP application via the LA, or by a request for support from a Progress Tutor or academic teaching staff via the college Hub. For EHCP applications, after the EHCP Panel has assessed that the college can meet the student's needs, the local authority will be informed and an offer of a programme of study will be made, subject to final grades.

5.2 For all students, without an EHCP, the Progress Tutor or academic teaching staff can request study skills support. If the request is appropriate student study skills support will be provided for fixed periods with specific learning targets.

5.3 Where appropriate, the purpose of learning support is to enable the student to develop skills to complete classroom tasks and activities and to learn independently. The progress of all students is reviewed at regular intervals and further support provision can be implemented, if needed. Those students with an EHCP may have longer term support needs which will be regularly reviewed during the academic year and as part of the EHCP Annual Review process.

5.4 If students do not attend support appointments, the support service will be withdrawn, and this will be communicated with parents/carers.

5.6 Student applications, support requests and college practices are reviewed by the support team, Director of Student Support and Senior Leadership Team via appropriate meetings.

5.7 Applications or issues referred to any meetings are assessed robustly to ensure that the college's decisions are fair and considered. Recommended actions after the panel meetings may include some or all the following:

- Transition/experience days
- Face to Face meetings with the student
- Meetings with Parents/Carers
- Gaining access to the latest school reports and other relevant documentation
- EHCP consultations/ Reviews
- Conversations / meetings with other agencies or professionals (e.g. therapist)
- Individualised Information and Guidance
- Individualised transition programmes
- Initial liaison with curriculum areas within the college to ensure access requirements can be addressed
- The EHCP Panel will answer on behalf of the college any appeals or alternative requests relating to students with an EHCP.
- Risks to self or others/safeguarding considerations

6. Associated Documentation

6.1 Children and Families Act 2014

6.2 SEND Code of Practice 2014/15

6.3 Equality Act 2010

6.4 Human Rights Act 1998

- 6.5 And any other relevant legislation
- 6.6 Child Protection and Safeguarding Policy
- 6.7 Richard Huish 16-19 Admissions Policy (2022-23)
- 6.8 Equality & Diversity Policy
- 6.9 Richard Huish Trust First Aid Policy
- 6.10 Richard Huish Trust Health & Safety Policy

7. Monitoring, Reviews and Evaluation

- 7.1 The Senior Leadership team is responsible for the approving of the SEN and D Policy.
- 7.2 The Governing Body is responsible for adopting the SEN and D.
- 7.3 The Learning Support Manager will review this policy annually.