

Special Educational Needs and Disabilities (SEND) Policy and Procedure

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	Board		
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Policy Summary

The Special Educational Needs and Disabilities (SEND) Policy and Procedure at Newbury College outlines the institution’s commitment to an inclusive curriculum that supports all learners, regardless of ability. It defines three categories of SEND students: those with Education, Health and Care Plans (EHCP), those referred or self-referred for learning support, and those requiring special educational provision beyond standard resources. The policy details

responsibilities of SEND teams, specialist and general support roles, and procedures for admissions, identification, and provision of support, including targeted and dedicated interventions for high-needs students. It emphasizes collaboration with curriculum staff, parents, and external agencies, monitoring progress through Individual Learning Plans (ILPs), and conducting annual reviews for EHCP students. Additional provisions address learners with English as an additional language, statutory assessments, and complaint procedures. The policy is reviewed regularly to ensure compliance and effectiveness.

Special Educational Needs and Disabilities (SEND) Policy and Procedure

1. Introduction

Newbury College is committed to offering an inclusive curriculum to ensure the best possible progress for all our students, whatever their needs or abilities.

Not all students with disabilities have special educational needs and not all students with Education Health & Care Plans (EHCP) meet the definition of disabled.

This policy defines all these students as SEND students and introduces three SEND categories:

- a) Students with an EHCP, who may or may not be considered as needing High Needs Support
- b) Students who self-refer themselves or are referred by the curriculum staff as in need of learning support
- c) Students identified as in need of special educational support if they have any difficulty in accessing education, and if they need any special educational provision to be made for them, i.e. anything that is in addition to or different from what is normally available at Newbury College

2. Definitions

- **EHCP:** Education, Health and Care Plan - A legal document in the UK designed to support Children and young people with special educational needs and disabilities to access education until the age of 25.
- **SALS:** A Newbury College support team, who manage the EHCP consultation process and annual reviews.
- **High Needs Support Students:** Young people who require additional support to access, engage and or succeed in their education.

3. Responsibilities

SENDCO	Head of Safeguarding, Support, and Inclusion
Specialist Support	Learning Support Tutor Access Arrangements Accessor Skills for Success Team Leader Skills for Success Coaches Foundation Learning Team Leaders Support Assistants PASC Team Leader PASC (Coaches) Wellbeing Co-ordinator

General Support	Student Development Coaches PASCs Skills for Success Coaches.
Remit	General Learning Difficulties Support Targeted Learning Difficulties Support Dedicated Learning Difficulties Support, Foundation Learning and Mainstream

Leadership and Management

Newbury College's SEND Teams play a crucial role in ensuring Newbury College's SEND support is suitable for the needs of the learners.

This involves working with the Head of Safeguarding, Support, and Inclusion, in charge of Foundation Learning Curriculum and overall SEND Support, to determine the most suitable curriculum and the appropriate level of support needed for all SEND students.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy and practice
- Co-ordinating the provision of the support for all students with SEND
- Overseeing students' records in relation to their support needs
- Consulting with and giving advice to curriculum staff who have SEND students in their classes
- Contributing to continuing professional development to develop awareness of resources and practical teaching procedures for use with SEND students
- Supporting the management of PASCs, Support Assistants, Skills for Success Coaches and SALS
- Maintaining SEND register
- Consulting with the parents of students with SEND

Specialist SEND Support

Specialist support tutors, such as Learning Support Tutor, PASCs and Skills for Success Coaches, will work in liaison with class and curriculum staff but under the direction of their line manager.

Their work can be in or outside a classroom environment depending on the students' needs. They are expected to:

- Undertake specialist assessment
- Make sure all those who work with SEND students are aware of their needs and what this means in practice
- Meeting with curriculum staff to discuss support level • Help plan an appropriate package of intervention, in consultation with curriculum staff
- Work collaboratively with curriculum staff to differentiate the lesson including assisting in preparation of modified activities, texts, materials, etc.
- Collate contributions from subject and pastoral colleagues to the ILP's and reviews
- Write and review the ILPs for students they work with

- Ensure the students are fully involved and aware of the ILP targets
- Provide additional teaching to individuals or groups of students outside or in the classroom to:
 - enables them to access the curriculum
 - develops basic skills
 - make progress towards their ILP targets
 - ensure students are following work set in the class including homework
- Follow a particular programme that has been set up by an outside agency such as speech therapy
- Ensure, with curriculum staff, that the parents are kept informed of the students' progress
- Keep records and be involved in meetings with parents and outside agencies
- Conduct management tasks as directed by the SENDCO
- For further details, please refer to HR Job description.

Specialist SEND Support (Within the Foundation Learning curriculum)

- work with students outside the classroom under the direction of the Foundation Learning Team Leaders and Teacher
- support students with motor, mobility or sensory difficulties get around Newbury College building
- assist students with physical and severe learning difficulties to dress and undress themselves as necessary
- supervises students with medical or motor difficulties at lunch or break times, assisting them to eat
- follows a prescribed programme set up by the Foundation Learning Team Leader and/or another outside agency

General SEND Support

General SEND support is linked to specialist support with PASCs, Skills for Success coaches working under the direction of their line manager. All students also have access to Student Development Coaches to support their overall personal development.

Their work is assisting curriculum staff to meet the students' needs.

Support Staff are expected to:

- Follow a timetable of support set up by their line manager and the Course Leader for mainstream courses.
- Meet regularly with curriculum staff to plan the students' support
- Support curriculum staff in:
 - assisting in identification of students with SEND
 - conducting basic assessments of the students' needs
 - making contributions to the ILPs
 - keeps records and contributes to reviews
- Work with small groups or individuals, within the classroom
- Adapt materials and modify work to support the SEND students
- Ensure students are following work set by curriculum staff, including homework
- Help students organise themselves, gather or come with the correct equipment

- Help ensure students are fully involved and aware of the ILP targets and work towards those targets.
- Maintain records of their intervention
- Provide brief reports about the students
- Attend and contribute to meetings with the students and parents
- Conduct tasks as directed by the Line Manager

4. Procedures

Admission

The admissions criteria at Newbury College should not discriminate against students who fall into the above three categories of SEND irrespective of the Protected Characteristics as referred to in the Equity, Diversity and Inclusion Policy and they must be treated as fairly as all other applicants for admission.

This policy builds on our Newbury College Equity, Diversity, and Inclusion Policy, which recognises the entitlement of all students to a balanced and broad curriculum.

Our SEND policy reinforces the need for teaching that is fully inclusive. The 'Fitness to Practise' policy will be referenced in the admission of all Higher Education applicants for the programmes specified within that policy. HE students with learning difficulties, recruited to Newbury College for a programme of study provided for a partner university, may also be entitled to apply to that university for learning support.

Identification of SEND students and SEND provision

At Newbury College we have adopted a whole College approach to the SEND policy and practice, where students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes.

Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of Newbury College.

On entry to Newbury College, each student's attainment will be assessed to ensure continuity of learning from school, College or when transferring from another educational provider.

For students with identified SEND, the College Support Assistants, Progression and Academic Support Coaches, Student Development Coaches and Specialist Additional Learning Support team, will provide individualised support to meet the needs of the learners, as follows:

General Learning Difficulties Support:

This level of support applies to students identified as in need of special educational support if they have any difficulty in accessing education, and if they need any special educational provision to be made for them.

Targeted Learning Difficulties Support:

This level of support is provided to students who have either self-identified themselves as in need of support or have been referred to the Progression and Academic Support Team by curriculum staff. The Learning Support Team Leader in liaison with curriculum

staff will develop a bespoke level of support. The following are some examples of the support provided:

- Full-time education in classes, with additional help and support by curriculum staff through a differentiated curriculum
- In-class support with Learning Support Tutor i.e. specialists support within class
- Regular review of progress and updating of ILP targets
- Differentiation of the curriculum
- Small group/individual tuition on literacy/numeracy
- Monitoring of ILPs and VA targets by Student Development Coaches
- Mentoring by a member of the Student Development and or Progression and Academic Support Team
- Individual work with specialists from outside agencies
- Support during work experience
- Access arrangements in exams
- Careers advice
- Provide guidance on required tolerance or time extensions for Higher education students with learning difficulties. Individualised support from Skills to Success for HE students, adults, and apprentices.

Dedicated Learning Difficulties Support

This level of support is provided to students who have been identified as having an EHCP and need a high need level of support (High Needs Support students).

Foundation Learning facilitates educational pathways for students working at pre-entry to entry level 3 with complex learning needs. These students require an elevated level of support in all aspects of their day to day lives to ensure their success in learning safety in the community and are working towards Preparation for Adulthood personal targets. Support Assistants support them to access their course, fully access the College campus and facilities, and meet their individual personal, medical, and learning needs.

Students academically able to access, engage and succeed in mainstream vocational courses receive support from the Pastoral and Academic Support Coaches (PASCs), who provide in class support and where required consistent support to access the classroom environment.

All mainstream students are allocated a Student Development Coach to support their individual college journey and personal development.

Students with English as an additional language (EAL)

Care will be given to students whose first language is not English. Curriculum staff will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

During the application stage students will be identified as having EAL. Students' English proficiency will be assessed and any additional support that might be required will be put in place.

The Progression and Academic Support Coach Team Leader will consult with the appropriate curriculum staff, and if necessary external agencies, to discuss the needs of such students.

Depending on the assessment, if appropriate a home language assessment, the student may be identified as a student in need of support i.e. SEND student.

The entry requirements for Higher Education courses where English is not the applicants first language, are prescribed in the College Recruitment and Admissions Policy and in the Entry Criteria.

Monitoring and Evaluation of SEND student progress

Student Development Coaches alongside Course Leaders monitor the progress of all mainstream students across their study programme. In addition to this the PASC team will facilitate individualised progress reviews each term, for students receiving 'Targeted Learning Difficulties Support' or 'Dedicated Learning Difficulties Support.'

EHCP Co-Ordinators will facilitate and lead Annual Reviews for students with an EHCP. Newbury College will endeavour to hold the reviews in an informal manner, and parents/guardians/supporters' views on their students' progress will actively be sought, and well as the views of the students. Wherever possible or appropriate Newbury College will involve students in this process.

Request for statutory assessment

Newbury College will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Newbury College will have the following information available:

- Actions already put in place to support the student
- Student's ILPs
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Current performance on course
- Literacy/Numeracy attainments
- Other relevant assessments from specialists
- Views of parents
- Where possible, the views of the student
- Social Services/Educational Welfare Service reports
- Any information on any other involvement by professionals e.g. counselling

An EHCP will normally be provided, after a Statutory Assessment, where the LA considers the student requires provision beyond what normally Newbury College can offer. However, it is recognised that a request for a Statutory Assessment does not inevitably lead to an EHCP. Newbury College recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Higher education applicants will be asked to provide a copy of any pre-existing EHCP or relevant documentation to inform their support by Skills for Success coaches.

Arrangements for complaints

Should students or parents/guardians/supporters be unhappy with any aspect of support provision they should discuss the problem informally with the relevant member of staff in the first instance.

Anyone who feels unable to talk to the curriculum staff, or is not satisfied with their comments, should ask to speak to the Head of Safeguarding, Support and Inclusion or follow the Complaints Procedure.

5. Review and Monitoring

This policy will be reviewed annually to ensure its effectiveness and compliance with relevant legislation.

Reviewed: September 2025

Next review date due: September 2027