Special Educational Needs and Disabilities (SEND) & Inclusion Policy

Role Responsible:	Assistant Principal (Transition & Engagement)
Written by:	Assistant Principal (Transition & Engagement)
Date approved:	November 2026
Approved by:	SLT
Publication:	Google Shared Drive
Review cycle:	Biennial
Next Review Date:	November 2028

- **Applies to:** All Staff, Governors, Students, Parents/Carers, Local Authorities, and External Partners
- **Approved By:** Governing Body
- **Review Cycle:** Every 2 Years (or earlier subject to statutory legislative changes)
- **Related Policies:** Child Protection & Safeguarding Policy, Admissions Policy, Equality, Diversity & Inclusion Policy, Student Behaviour Policy, Exam Access Arrangements Policy

1. Legislative Framework and Statutory Context

This policy sets out Itchen Sixth Form College's statutory responsibilities for identifying, assessing, and supporting students with Special Educational Needs and Disabilities (SEND). It is grounded in current UK legislation and guidance:

- **Children and Families Act 2014 Part 3** (DfE 2014)
- **Special educational needs and disability code of practice: 0 to 25 years** (2015 DfE)
- **Equality Act 2010** (including Reasonable Adjustments and Public Sector Equality Duty)
- **SEND reform: putting children and young people first** (DfE 2026)
- **Every child achieving and thriving** (DfE 2026)
- **Keeping Children Safe in Education** (2026 KCSIE)

2. Definitions: SEND and Disability

2.1 Special Educational Needs and Disabilities (SEND)

In accordance with the **SEND Code of Practice (2014)**, a young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; **or**
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in post-16 mainstream institutions.

2.2 The Proposed Areas of Development

The College recognizes that student needs are multifaceted and may cross over areas of development:

1. **Executive Function:** e.g., attention, working memory, managing impulses, planning, sequencing, organising and cognitive flexibility.
2. **Motor and Physical:** e.g., Gross motor – posture, balance, whole body control and large movements. Fine motor – precise hand and finger movements.
3. **Speech, Language and Communication:** e.g., generating sound, the development of understanding and using words and sentences, use of language, gesture, signs and symbols.
4. **Social and Emotional:** e.g., understand and manage emotions, form relationships, navigating social interactions, regulating emotions, identifying and expressing feelings, social cognition.
5. **Sensory:** e.g., external senses, internal senses, sensory processing.

2.3 Disability Definition

Under the **Equality Act 2010**, a disability is defined as a physical or mental impairment that has a *"substantial and long-term adverse effect on normal day-to-day activities"*:

- **Substantial** means more than minor or trivial.
- **Long-term** means the impairment has lasted, or is likely to last, for at least 12 months.

3. College Aims and Inclusion Values

Itchen Sixth Form College is committed to creating an inclusive learning environment that empowers every young person to achieve their full potential. Our core aims are embedded in the following:

- **Ambitious Leadership and Governance**: Leaders and Governors embed inclusion throughout every aspect of college life, building a culture of belonging and acceptance for all students at Itchen Sixth Form College.
- **Evidence- based support:** Implement evidence-based, student-centred support strategies which increase independence, breaks down barriers and enable full participation. Provide targeted support to overcome individual barriers. Involve students directly in shaping their support plans, taking their views, aspirations, and goals into full account. Align support with the four core **Preparation for Adulthood** (PfA) outcomes: *Employment/ Higher Education*, *Independent Living*, *Community Inclusion*, and *Good Health*.
- **Prioritise Early Identification:** Proactively identify learning needs and barriers prior to entry or at the earliest possible stage in a student's college journey. Building robust transition.
- **High Quality Adaptive Teaching:** Ensure all students access a broad, balanced curriculum supported by high quality inclusive teaching and tailored adaptive strategies, through **ordinarily available provision** delivered to all students across all pathways.
- **Enrich Provision Beyond the Classroom:** Ensure all students play a full, equal part in all college activities, enrichment opportunities, educational visits, and student life.
- **A Safe and Respectful culture:** Everyone is committed to creating a culture that is safe and respectful, fostering belonging, attendance and participation in learning.
- **Strong Partnership with Families and Wider Services:** Keep parents, carers, and guardians informed of student progress and collaborate to support learning. Work seamlessly with Local Authorities, Health Services, Social Care, and specialist external partners.

4. Policy Objectives and Operational Implementation

To deliver these aims, the College operates through the following strategic objectives:

4.1 Transition and Early Identification

- Partner with feeder secondary schools, local authorities, and specialist teams to identify student needs prior to enrolment.
- Provide transition programmes to bridge the gap between school and post 16 aiming to reduce the risk of young people becoming not in education, employment or training (NEET).

- Conduct initial screenings, diagnostic reviews, and self-disclosures during admissions, interviews, and induction.
- Review Education, Health and Care Plans (EHCPs) in partnership with commissioning Local Authorities prior to placement confirmation.

4.2 The Graduated Approach (*Assess, Plan, Do, Review*)

- **Assess:** Evaluate individual strengths, barriers, and learning profiles using baseline data, diagnostic tools, and student input.
- **Plan:** Formulate individualized Support Plans (e.g., Student Profiles / Learning Support Plans) outlining specific strategies and reasonable adjustments.
- **Do:** Implement evidence-based interventions and high-quality adaptive teaching across all academic and vocational departments.
- **Review:** Continually track and monitor progress, evaluate the impact of adjustments, and adapt support levels in response to evolving needs.

4.3 Reasonable Adjustments & Exam Access Arrangements (EAA)

- Provide reasonable adjustments under the Equality Act 2010 across college facilities, teaching environments, and digital platforms.
- Assess, apply for, and deliver official Exam Access Arrangements (e.g., extra time, readers, scribes, rest breaks) in strict accordance with Joint Council for Qualifications (JCQ) regulations.

4.4 Coordination & Subject Teacher Collaboration

- Ensure the Support for Learning (SfL) / SEND department works directly with curriculum staff to share strategies and best practices for individual learners.
- Allocate high-needs funding and specialist resources efficiently to maximize independence and progress.
- All teachers, senior leaders and SLT to continually monitor and evaluate effectiveness of inclusive practices ensuring everyone is a teacher and leader of SEND.

4.5 Statutory EHC Plan Reviews

- Conduct formal, person-centred **Annual Reviews** for all students holding an EHCP, complying fully with statutory deadlines and reporting back to the commissioning Local Authority.

4.6 Quality Assurance & Self-Assessment

- Evaluate the effectiveness of SEND provision through regular student feedback, staff consultations, lesson visits, and the annual departmental Self-Assessment Report (SAR).

5. Roles and Responsibilities

- **The Governing Body:** Maintains strategic oversight of SEND provision and compliance across the College.
- **Senior Leadership Team (SLT):** Ensures appropriate resources, staffing, and operational priorities are allocated to SEND and inclusion.
- **Director of SEND / SENDCo:** Leads the strategic direction, statutory processes, EHCP reviews, and day-to-day management of Support for Learning.
- **Teaching Staff:** Responsible and accountable for the progress and development of every student in their class, delivering high-quality inclusive and adaptive teaching, applying agreed adjustments.
- **Support Staff (TAs / Specialist Tutors):** Deliver targeted direct support, small group interventions, and assist in fostering student independence.

6. Monitoring and Policy Review

This policy will be formally reviewed every **two years** by the Director of SEND / SENDCo and approved by the Governing Body.
An earlier review will be triggered if required by significant statutory legislative changes, local authority funding revisions, or internal governance restructuring.

For details of procedures, please see Itchen College's Local Offer, on the college's website.

Appendix 1

- Children and Families Act 2014 Part 3 (DfE 2014)

  https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

- Special educational needs and disability code of practice: 0 to 25 years (2015 DfE)

  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Equality Act 2010 (including Reasonable Adjustments and Public Sector Equality Duty)

  https://www.legislation.gov.uk/ukpga/2010/15/contents

- SEND reform: putting children and young people first (DfE 2026)

  https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first/send-reform-putting-children-and-young-people-first-html-version

- Every child achieving and thriving (DfE 2026)

  https://www.gov.uk/government/publications/every-child-achieving-and-thriving/every-child-achieving-and-thriving-html-version

- Keeping Children Safe in Education (2026 KCSIE)

  https://assets.publishing.service.gov.uk/media/6ac3c09c11ed58342ad8e4ac/Keeping_children_safe_in_education_2026.pdf