



# Special Educational Needs & Disability (SEND) Policy

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## Policies & Procedures



# Special Educational Needs and Disability (SEND) Policy



## 1. Introduction

Rotherham Opportunities College caters for young people aged 19-25 years with a wide range of SEND such as mild, moderated and complex learning disabilities, communication difficulties, autism and physical disabilities. The college is presently organised into three pathways: Employability, Bridging and Opportunities.

## 2. Aims and Objectives of the Policy

The aims of the SEND Policy are to:

- Actively provide individual, high quality opportunities for the Preparing for Adulthood themes: health, employability, community inclusion and independent living;
- Enable all student to fulfil their potential;
- Work towards inclusion in partnership with parents/carers and other agencies;
- Meet individual needs through a wide range of provision;
- Provide an environment where students feel valued and have equality of opportunity;
- Provide students with appropriate support and intervention to enable them to progress and achieve;
- Provide opportunities to develop understanding, knowledge and skills relevant to adult life to encourage students to become active citizens in society;
- Support all students to develop effective skills of self-advocacy and decision making;
- Achieve a level of staff expertise to meet student need.

This policy seeks to fulfil the legal requirements of the Disability Discrimination Acts and the 2006 Disability Equality Duty by more widely involving disabled people in its development. The needs of SEND students will be met in line with the statutory Code of Practice 2014.

The following definition of disability is drawn from the Disability Discrimination Act, 1995.

*'A physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities'.*



Long term means that the disability must have lasted, or be expected to last, at least 12 months. Progressive conditions can also qualify where there are likely to be future substantial adverse effects. For example, anyone with cancer, multiple sclerosis or HIV/AIDS is treated as disabled as soon as they have the condition.

For the purposes of this policy, disability is broadly defined and includes not only those disabilities which may be immediately apparent, but also conditions such as specific learning difficulties, autism, diabetes, asthma, epilepsy, hearing or sight impairments and mental health difficulties. The college will seek to make reasonable adjustments for disabled users so they are not disadvantaged. The college recognises that physical impairment may not be the same as a learning impairment and will actively seek to remove barriers to learning so that physically disabled students can demonstrate their academic ability.

### 3. Admissions

All students admitted to the college must have a completed Education, Health and Care Plan (EHCP). No student will be refused admission because the student has a special educational need and/or disability, but in each case we will consider whether we can adequately meet the student's needs. Rotherham Opportunities College accepts students between the ages of 19-25 years. Students can join at any time during the academic year. The student will be admitted to the college after consultation with the parents/carers and relevant professionals e.g. SEND officer at the relevant Local Authority who must agree and fund the placement. Before a student commences at the college we will aim to undertake the following procedures:

- Receive written records outlining the student's additional needs and relevant background information;
- Discuss our provision on site with the parents/carers and the student;
- Be involved in any case reviews or meeting at the student's host school or other educational provision where decisions on the student's future placement at the college will be discussed;
- Visit the student at their current educational provision/home prior to offering a place at the college;
- Liaise with the relevant professionals involved with the student and family and gain their expert advice on the student's needs;
- Where necessary secure the relevant equipment or staffing prior to admitting the student in college;
- Provide opportunities for the student to visit the college as part of their transition.

### 4. Curriculum and Access



Senior leaders at the college regularly review and revise the college curriculum. Through the curriculum our aim is to ensure the different needs of students are met. Every student has access to a broad, balanced, relevant and differentiated curriculum. Each student's timetable is created to meet their individual needs. Some of our students have access to various therapies including speech and language therapy, music therapy, physiotherapy, occupational therapy, hydrotherapy.

All staff in the college have a responsibility for students with SEND and all teachers are considered to be teachers of special educational needs. A positive and sensitive attitude is shown towards all our students. Staff have a duty of care towards our students and are expected to differentiate their lessons to support the individual needs of students.

## 5. Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). All students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning;
- Share in individual target setting;
- Review their progress and set new targets;
- Participate in annual reviews;
- Identify their own strengths and needs and input on what works well and what can be improved in their learning.

## 6. Management of SEND in the College

The principal has delegated the responsibility for the implementation of the SEND Policy to a qualified teacher who is responsible for:

- Overseeing the day to day operation of this policy;
- Collecting information on students from previous educational provisions and liaising with any involved professionals and agencies;
- Liaising with and advising other teachers and teaching assistants;
- Liaising with parents and carers regarding SEND matters;
- Overseeing the EHCPs of all students and attending EHCP reviews;
- Monitoring student's progress and maintaining student's records;
- Contributing to the in-service training of staff;
- Ensuring suitable resources are available to help students access the curriculum;



- Liaising with external agencies in relation to the support needs of students e.g. music therapists, art therapists, speech and language therapists;
- Reporting to the principal on all matters relating to SEND.

## 7. Assessment, Recording and Reporting

All students are baselined using BKSb for maths and English. Assessment information is inputted into Arbor (Management Information System).

Formative assessment is ongoing and used to inform students' curriculum targets, EHCP and annual review targets. Formative methods of assessment include:

- EHCP diaries
- Check sheets
- Running records
- Photos and work samples
- Video/audio recording
- Student assessment
- Use of teaching assistant observations

Additional assessments used to inform EHCP and teaching and learning processed include:

- Speech and Language Therapist reports
- Physiotherapist reports
- Occupational Therapist reports
- Music Therapist reports

All staff meet weekly to discuss progress and implement and evaluate interventions and targets. Student achievements are celebrated on a half termly basis. Certificates are given for the achievement of EHCP targets.

Assessment for maths and English is recorded using BKSb. The Preparation for Adulthood curriculum is recorded using ASDAN awards: Towards Independence units, My Independence units and in-college check sheets.

Where possible student attainment is gained through nationally recognised accredited schemes including AQA unit awards and Level 1 Food Hygiene.

## 8. Resources



Rotherham Opportunities College is situated in an old church building and is mainly open plan with limited space and rooms. The college is accessible to students who use wheelchairs for their main mobility and to those with other mobility issues. The college is on one level with some storage areas having stair access. Regular Health and Safety checks are made to ensure that pathways and entrances are free from obstacles. There are specialist hygiene facilities in the college including a personal care room that has a ceiling hoist to facilitate the safe moving and handling of students with complex physical needs. The college has access to Newman School's hydrotherapy pool.

Additionally the college has access to a satellite site, Independence House, which has a lift and hoist facilities to ensure that all students can access the learning environment which consists of life skills opportunities and work related spaces including an office and hair salon, maintenance, art room and gardening.

A range of resources are available to support students in meeting their individual needs.

## 9. Training

To maintain and develop the quality of our provision, all staff are encouraged to undertake relevant training. Lesson observations, book reviews, diary reviews and other monitoring of staff supports the identification of areas for development. Relevant training for staff is reviewed throughout the year. Input from external agencies is actively encouraged.