



Rotherham Opportunities College Special Educational Needs and Disability (SEND) Policy



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1. Introduction

Rotherham Opportunities College (ROC) provides education and support for young people aged 16–25 years with a wide range of Special Educational Needs and Disabilities (SEND), including:

- learning disabilities;
- communication and interaction needs;
- autism;
- physical disabilities;
- sensory impairments;
- social, emotional and mental health needs;
- complex and multiple learning needs.

The college is committed to providing an inclusive, person-centred and aspirational environment in which all students are supported to achieve their full potential, develop independence and prepare successfully for adulthood.

ROC recognises the importance of:

- valuing diversity;
- promoting equality of opportunity;
- removing barriers to learning;
- supporting wellbeing and safeguarding;
- working collaboratively with families and professionals.

2. Legislative and Statutory Framework

This policy is informed by:

- Children and Families Act 2014;
- SEND Code of Practice: 0–25 years (2015);
- Equality Act 2010;
- Care Act 2014;
- Mental Capacity Act 2005;
- Human Rights Act 1998;
- Keeping Children Safe in Education (KCSIE);
- Further Education guidance relating to SEND and inclusion.

The college recognises its legal duties to:

- make reasonable adjustments;
- prevent discrimination;
- support accessibility;
- promote inclusion and participation;
- safeguard vulnerable students.

3. Aims and Objectives

The aims of this policy are to:

- provide high-quality, individualised educational opportunities;
- support students to achieve positive outcomes linked to Preparing for Adulthood;



- enable all students to fulfil their potential;
- support independence, self-advocacy and decision-making;
- work collaboratively with parents, carers and external agencies;
- provide an inclusive environment where students feel safe, valued and respected;
- ensure equality of opportunity for all students;
- provide appropriate support and intervention;
- support students to become active participants within their communities;
- develop staff expertise to meet a wide range of SEND needs.

The college supports the four Preparing for Adulthood outcomes:

- employment;
- independent living;
- community inclusion;
- good health and wellbeing.

4. Definition of Disability and SEND

Under the Equality Act 2010, a disability is defined as:

“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 generally means:

- lasting, or likely to last, at least 12 months.

The college recognises that disabilities and additional needs may include:

- autism;
- learning disabilities;
- communication difficulties;
- sensory impairments;
- physical disabilities;
- medical conditions;
- mental health needs;
- specific learning difficulties.

The college recognises that physical disabilities do not necessarily impact cognitive ability and is committed to removing barriers to participation and learning.

Reasonable adjustments will be made wherever practicable to ensure students are not disadvantaged.

5. Admissions

ROC only accepts applications from students with Education, Health and Care Plans (EHCPs).

Admissions decisions are made following consultation with:

- the student;
- parents/carers;
- the relevant Local Authority;
- involved professionals.



The college will consider whether:

- the student's needs can be met appropriately;
- placement is compatible with the efficient education of others;
- appropriate support, staffing and resources can be provided.

Students may join throughout the academic year subject to consultation and agreement with the Local Authority.

Prior to admission, the college will aim to:

- obtain relevant educational and professional reports;
- review EHCP documentation;
- meet with the student and family;
- liaise with current providers and professionals;
- identify support, equipment or training needs;
- provide transition opportunities and visits;
- develop an appropriate transition plan.

6. Curriculum and Access

The college provides a broad, balanced, relevant and differentiated curriculum tailored to individual needs and aspirations.

Curriculum planning considers:

- EHCP outcomes;
- Preparing for Adulthood pathways;
- communication and interaction needs;
- sensory and physical access needs;
- emotional wellbeing;
- independence and employability skills.

Students may access:

- accredited learning;
- work experience;
- community-based learning;
- therapies and specialist interventions;
- independent living programmes.

Therapeutic support may include:

- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Counselling;
- Art or Music Therapy.

All staff share responsibility for supporting students with SEND.

Staff are expected to:

- differentiate learning appropriately;
- create inclusive learning environments;
- support communication needs;



- promote student wellbeing and engagement.

7. Student Involvement and Student Voice

ROC recognises the importance of student participation in decision-making.

Students are encouraged and supported to:

- express views and preferences;
- contribute to target setting;
- review progress;
- participate in annual reviews;
- identify strengths and support needs;
- make choices regarding their education and future goals.

The college will use appropriate communication approaches to support participation, including:

- visual supports;
- assistive technology;
- advocacy;
- alternative communication systems.

8. Management of SEND

The Principal has overall responsibility for SEND provision within the college.

Delegated responsibilities include:

- overseeing implementation of this policy;
- monitoring student progress and provision;
- maintaining EHCP processes and records;
- liaising with professionals and agencies;
- supporting staff development and training;
- ensuring appropriate resources are available;
- promoting inclusive practice throughout the college.

The college works collaboratively with:

- parents and carers;
- Local Authorities;
- therapists;
- educational psychologists;
- social care teams;
- health professionals;
- external support agencies.

9. Assessment, Recording and Reporting

Students undertake baseline assessments on entry to inform:

- curriculum planning;
- EHCP outcomes;
- personalised targets;
- support strategies.



Assessment is ongoing and includes:

- tutor observations;
- work samples;
- student voice;
- photographic and video evidence;
- accredited learning outcomes;
- therapeutic assessments.

Additional professional reports may include:

- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Educational Psychology.

Student progress is reviewed regularly through:

- EHCP reviews;
- target reviews;
- tutor meetings;
- multi-disciplinary discussions.

Where appropriate, students work towards nationally recognised qualifications and accreditation.

10. Resources and Accessibility

ROC is committed to maintaining accessible environments and appropriate resources for students with SEND.

The college provides:

- accessible facilities;
- specialist hygiene and personal care facilities;
- moving and handling equipment where required;
- specialist teaching resources;
- assistive technology where appropriate.

The college's Accessibility Plan outlines arrangements for improving:

- physical access;
- curriculum access;
- communication access.

11. Staff Training and Development

ROC is committed to maintaining and developing staff expertise in SEND and inclusive practice.

Staff training may include:

- safeguarding;
- autism awareness;
- communication approaches;
- positive behaviour support;



- moving and handling;
- mental health awareness;
- therapeutic approaches;
- equality and inclusion.

Training needs are identified through:

- supervision;
- quality assurance processes;
- learning walks;
- observations;
- service reviews.

The college values input from external professionals and specialist agencies.

12. Partnership with Parents and Carers

ROC recognises the important role of parents and carers in supporting student outcomes.

The college aims to:

- maintain positive communication;
- involve families in planning and reviews;
- provide opportunities for discussion and feedback;
- work collaboratively to support progress and wellbeing.

Parents and carers will be invited to:

- annual reviews;
- meetings regarding support and progress;
- transition planning meetings where appropriate.

13. Safeguarding and Wellbeing

The college recognises that students with SEND may be more vulnerable to:

- abuse;
- exploitation;
- bullying;
- discrimination;
- mental health difficulties.

Safeguarding arrangements will:

- consider individual vulnerabilities;
- support communication needs;
- promote emotional wellbeing and safety.

All staff receive safeguarding training appropriate to their role.

14. Monitoring and Review

This policy will be reviewed annually or sooner where:

- legislation changes;



- statutory guidance is updated;
- operational needs require revision.

The effectiveness of SEND provision will be monitored through:

- student progress and outcomes;

- EHCP review processes;
- quality assurance activities;
- student and parent/carer feedback;
- safeguarding and wellbeing monitoring.

Responsibility for monitoring implementation rests with the Principal and Senior Leadership Team.