



SEND Policy

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VERSION CONTROL

Version	Date revised	Author/reviewer	Section / page no. changed	Summary of change(s)
2.0	April 2024	LTH	All	Updated job roles Review of statutory requirements
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St Brendan's mission is to serve the Catholic and wider community by providing Sixth Form education of the highest quality and to act in the spirit of the Gospel believing that every person is loved by God and has a unique value.

1. Introduction

Our SEND policy and information report aims to outline how St Brendan's Sixth Form College will support and make provision for students with special educational needs (SEND).

St Brendan's will endeavour to achieve the best possible outcomes for all young people studying with us and will maximise their opportunities for inclusion and promote equality of opportunity for all.

2. Purpose and scope

St Brendan's recognises that SEND is a college wide responsibility and we are committed to providing an inclusive environment for all young people regardless of ability, disability, social or economic status. We prioritise the importance of inclusion and ensure these values are integral to our culture and ethos. Through this, we provide a safe and supportive learning environment whereby students can grow, develop and progress to their full potential.

3. Using this policy

This policy is underpinned by the statutory Special Educational Needs and Disability [\(SEND\) Code of Practice](#) (DfE, 2015) and the following legislation:

- Children & Families Act (2014)
- Equality Act (2010)
- Keeping Children Safe in Education 2022
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- Joint Council for Qualifications: Access Arrangements and Reasonable Adjustments 2022/2023

The Code of Practice describes the principles that should be observed by all institutions working with children and young people who have SEND. These are the principles that, as a College, we already work to, and consider to be good practice. They include:

- taking into account the views of the children and young people with additional needs and their families
- enabling children, young people and their parents/carers to participate in decision-making collaborating with partners in education, health and social care to provide support
- identifying the additional needs of children and young people
- implementing high quality provision to meet the needs of identified children and young people
- focusing on inclusive practices and removing barriers to learning

- Supporting young people to explore their future destinations in further education, work experience or employment.
- Helping young people to prepare for adulthood and access their community.

The principles of inclusive practice will underpin all of our work for students with additional needs, and we will aim to provide support in a way that enables inclusive learning within the mainstream classroom for all young people studying with us. We will also endeavour to ensure equal opportunities to all social and extra-curricular activities of the college.

Our EDI Policy also states that the College will continually review access to its buildings, information, curriculum and environment to ensure it complies with the law, and is accessible to the widest range of disabled people as possible, and will publish annual information about its access arrangements.

4. Definitions

For the purpose of applying the provisions contained in this policy, the following definitions will apply:

Term / acronym	Definition
Special Educational Needs	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
Learning difficulty or disability	<p>A young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions

5. Statutory duties for post-16 institutions

As a Sixth Form College, we have the following statutory duties which are detailed in the 0-25 SEND Code of Practice:

- The duty to have regard to the Code of Practice.
- The duty to cooperate with the local authority on arrangements for children and young people with SEND
- To admit a young person if the college is named in an Education Health and Care (EHC) plan
- To 'use our best endeavours to secure the special educational provision that the young person needs'. This applies to all students with SEN, whether or not the students have EHC plans.

- Under the Equality Act 2010, we must not discriminate against, harass or victimise disabled children or young people and must make reasonable adjustments to prevent them from being placed at a 'substantial disadvantage'.

4.2 This Equality Act duty is anticipatory, and is referred to in our Equality, Diversity and Inclusion Policy – it requires thought to be given in advance when planning any changes to provision or to the environment as to what disabled young people or adults might require and what adjustments might need to be made to enable them to have the best possible access to the facilities and college life.

6. Admissions Arrangements

Every effort will be made to meet the needs of students with SEND where they are identified at the admissions stage, and also to make adequate provision for those students whose additional needs become evident during their course at the College. It is the responsibility of students to disclose any known SEND and to access the support available to them.

Students with SEND are considered for admission in accordance with the published policy, on the same terms as other students. Students are asked to declare any known SEND need on their application form to ensure the college can assess their needs and its ability to make 'reasonable adjustments', where necessary, to accommodate them.

Where a student has an Education Health Care Plan (EHCP), prior to admission, their EHCP will be subject to the statutory consultation process as outlined by their linked local authority. We have a duty to comply with this process and will endeavour to make an informed assessment of need on the basis of information provided at consultation with the local authority. If we are able to meet a young person's needs, we will apply for the relevant high needs funding required to implement appropriate support provision.

All prospective students are invited to attend an open evening to look around the college and talk informally with teaching staff. Prospective students who have additional needs or are disabled, are invited to a transition event (applicants must make us aware of their needs during the application process). Those who wish to make a further visit (for example, to check access to particular facilities or meet specialist staff not available on the open evening), may make arrangements through the Inclusive Learning team.

The application process for all students includes an interview with a senior member of the college staff. At this interview, students with SEND should discuss their individual needs and the additional support or other particular arrangements that may be required. The college may ask a student to attend a second interview in order to allow a supportive assessment of need to be carried out by the Inclusive Learning team.

7. Working together across education, health and care for joint outcomes

The Children and Families Act 2014 is very clear that Local Authorities have a duty to ensure integration between educational provision and health and social care provision to promote the wellbeing and improve the quality of provision for disabled young people and those with additional needs. As a college, we also have a duty to co-operate with the Local Authority on the planning, commissioning and reviewing local services. This includes

contributing to the Local Authority's Local Offer and taking part in wider strategic planning for further education in the local area.

Our partnership working is further compounded by the guidance published in the Send and Alternative Provision Improvement Plan (2023). We will endeavour to comply with the new national standards outlined in the plan and any subsequent changes to follow in the further development of this document and its implementation. Please follow the link below to access the [SEND improvement plan](#).

8. The Local Offer

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people with additional needs, including those who do not have EHC plans. Please see below links for further information and guidance for local authorities in our region:

- Bristol: <https://www.bristol.gov.uk/bristol-local-offer>
 - South Gloucestershire: <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>
 - Bath & North East Somerset: <https://beta.bathnes.gov.uk/local-offer-care-leavers-aged-18-21-years-old>
 - North Somerset: <https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=5000>
- Additional information, advice and support can be found at SEND and You <https://www.sendandyou.org.uk/> 0117 989 7725

9. Support for Students with Additional Needs in College

9.1 Named SENCO

Colleges are required to have a named designated person who is responsible for SEND provision (in schools this is often referred to as the SENCO). The designated person for the college is the Inclusive Learning Manager, who also has responsibility for the day-to-day implementation of this policy.

9.2 Identifying 'SEN'

The college has in place a range of procedures to try and identify students with the range of additional needs as early as possible (through transition with feeder schools/alternative provisions, application form, initial interview and detailed questioning at enrolment). Where early identification is possible, a member of the Inclusive Learning team will meet with the student (and parent/carer where appropriate) prior to attending college, liaise with their school and liaise with the Local Authority on the review of their EHCP in order to support a smooth transition into college.

Students identified as having additional needs are also invited for an early initial early meeting with their Progress Tutor and any relevant issues should be referred immediately to the Inclusive Learning team. Teaching staff should also refer students to the Inclusive learning team where they believe they have unmet needs.

Students who are re-taking their English or maths qualifications will undertake an initial assessment of their numeracy and literacy skills before they start at the college to ascertain the level of additional support, they require in these areas to access the curriculum at the agreed level.

9.3 High quality study programmes for students with additional needs

All students aged 16-19 (and, where they have an EHCP, up to the age of 25) should follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life in the same way as their peers. We expect all students to take substantial qualifications, study English and maths to the appropriate level, and to participate in meaningful employability and enrichment activity. Reasonable adjustments to the study programme may be made in particular circumstances for students with additional needs if agreed with the Inclusive Learning Manager.

9.4 On-going Support

The Inclusive Learning team will carry out an assessment of the student's needs and recommend strategies/provision to be put in place both inside and outside the classroom. Where there is an EHCP, they will address the recommendations included. The needs of the students and their outcomes will be reviewed regularly by the Inclusive Learning team, and where students are considered to require further intervention, this will be done in conjunction with students, parents/carers and any external professionals as appropriate. Where a student has been absent for some time, or has on going health or disability issues, a Fitness to Study process will be agreed by the Inclusive Learning Manager/Assistant Principal in consultation with the teaching staff.

The college will involve the student and their parent/ carer in the panning of their support from the start, and will always aim for the young person to have as much autonomy in the decision-making process for their support as is reasonably possible.

The college will ensure that staff in the Inclusive Learning Team have the specialist training that is required to meet the needs of the students in the college. This may require external training or professional development relating to a specific need or training to further practice in meeting the wider SEN needs. The team will work with curriculum and support staff to ensure that they also have the relevant up to date knowledge and skills, have the confidence to work with a range of students, and are aware of how to implement effective practice consistently.

9.5 Evaluating the impact of SEN provision

As part of our evaluation process, we will adhere to the review cycle as outlined in the SEN Code of Practice of assess, plan, do, review. This will include:

- The teacher's assessment of the student
- Previous progress and attainment
- Other teachers' assessments, where relevant, such as in Maths and English retake classes
- Impact of interventions provided through progress reports, weekly/termly reviews
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views/feedback gathered through student surveys

- Advice from external support services, if relevant
- Learning walks, observations and reviewing students' work.
- Setting SMART targets and reviewing individual progress towards these
- Holding annual reviews for students with EHCPs

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

9.6 Student Centred approach

After the end of the academic year in which they turn 16, the right to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents/carers. Parents/carers, or other family members can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so, and it is likely that they will remain closely involved in the majority of cases.

The College will work with the student themselves to ensure that they understand how they can access support and what help is available, and are part of all decision making related to their time at college. However, we will continue to involve parent/carers at key reviews and meetings unless the student requests us not to do so.

9.7 Expertise within and beyond the college

The college will work closely with external specialist services and expertise. They will be involved at any stage to provide help or advice on the best way to support a student with additional needs. Some of the services we work with include:

- Various local authorities across Bristol and surrounding areas
- Bristol Autism Team
- Bristol Educational Psychologist service
- Sensory Support Team
- Off the Record, Creative Youth Network, NAOS, 16-25
- CAMHS, AMHS, FYPS
- Impact Mentoring
- Mental Health First Aid England

The college has a wide network of support available through our safeguarding and welfare team who can provide structured and ad-hoc support to students. Our college nurse is also able to provide advice and guidance regarding physical/health needs for students.

In addition to this, we have 28 Mental Health First Aiders (MHFA) within our college staff. MHFA's are qualified and trained to recognise those who may be experiencing poor mental health and to facilitate early intervention and support in identifying and accessing professional help when needed.

9.8 Transition to adulthood

The College has high aspirations for all its students and will work with those with additional needs to prepare them for transition into adulthood. We will help them to take as much control as possible over their support so that they are able to secure the

assistance they need to move to the next stage of their lives, whether their destination is higher education, an apprenticeship or employment. Where appropriate, we will support students to gain independent living skills and be prepared for the next stage of their lives e.g. navigating personalised budgets, Disabled Students' Allowance and adult support services. For students with an EHCP, we will ensure their review is held by March 31st to ensure a planned transition out of college with external agency support in place as appropriate. We will also encourage students to access bespoke careers information, advice and guidance while they are at the college.

9.9 Careers, Information Advice and Guidance (CEIAG)

All colleges have a duty through their funding agreements to ensure that students are provided with independent careers advice. We will work with our students with additional needs to ensure that they can access all of the CEIAG support available from the specialist team and the tutorial programme and will provide bespoke individual advice and guidance where required. This will include support to gain work experience and volunteering opportunities to enhance their employability.

Additional support with applications to Higher Education and the UCAS process will be available through the Progress Tutor Team, and this may include mentoring, coaching and access to widening participation programmes where appropriate.

9.10 Exam Access Arrangements

Students who believe they need particular exam access arrangements for any reason relating to additional needs, should identify this need on their application forms, or as soon as possible thereafter. Where exam arrangements have been in place at a student's previous school, we will seek to request this information to support an application for these arrangements to continue.

Where appropriate, and teacher evidence is indicative of the need for exam arrangements, the college will apply to the relevant Examination Board for arrangements to be made, but the final decision in each case rests with the Board and Joint Council for Qualifications who stipulate the guidance we must adhere to regarding access arrangements. Students for whom particular arrangements have been approved by the Examination Board are normally allowed similar arrangements in the corresponding internal examinations.

Where particular arrangements are sought because of a specific learning difficulty, the college can arrange an assessment where necessary. Students may be asked to provide reports of earlier assessments to give further support to the application. Where particular arrangements are to be sought for other reasons (e.g. medical/physical conditions) students may be asked to provide medical evidence from their linked health professionals in support of their application.

9.11 Record keeping

All confidential information is kept securely in electronic form and only shared with the appropriate and relevant members of staff. This includes information about a student's additional needs, interventions and the support of specialists. The information is used as

part of regular discussions with the student and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.

9.12 Funding

The college is allocated an amount of Element 2 funding from the ESFA based on the number of students agreed with the local authority to have 'High Needs'. There is an additional process to negotiate with each local authority for Element 3 'top up' funding for those students whose support levels are deemed to be 'high needs' i.e. requiring support above and beyond what can be met within universal provision. The college will submit funding requests for students as soon as it is possible to agree their place and to assess their needs.

The funding for support for students with a wider range but lower level of additional needs, who do not have a EHCP or who are not in receipt of high needs funding, will be met through the college's ordinarily available provision and quality first teaching as outlined in the SEN Code of Practice.

9.13 Education, Health and Care Needs Assessments and Plans

As outlined in the SEN Code of Practice, we are required to 'co-operate with Local Authorities in carrying out needs assessments for students, and in the development and review of EHC plans'. It is likely that most students who require High Needs funding will have already been receiving support at school, whether informally or through an EHCP. However, if a student, their parent/carers, or a member of staff believes that a student may have additional needs that would be considered to be SEN, and that support available through the universal provision is insufficient, the college may work with the young person, parents/carers and the local authority to carry out an EHC needs assessment. (The student themselves can also ask the local authority for a needs assessment at any point prior to their 25th birthday, provided one has not been carried out in the previous six months).

9.14 Being named in an EHCP

A young person has the right to request a particular school or college to be named in their EHCP and the local authority has a duty to consult with that college regarding a placement for the young person and to name the college in the EHCP, unless:

'it would be unsuitable for the age, ability, aptitude or SEN of the young person, or the attendance of the young person there would be incompatible with the efficient education of others or the efficient use of resources'

Once the college is named in the EHCP, it must agree to support the young person in line with the needs, outcomes and provision as recommended in the plan.

9.15 Providing the support specified in the EHCP

Section F of the EHC plan specifies the 'special educational provision' required to meet the young person's needs and help them to achieve their desired outcomes. The college should have been involved in the development or review of the EHCP to determine what can be provided from within the college's own resources and what will require additional external expertise or further funding from the LA.

9.16 Reviewing an EHCP

Local authorities have a duty to review EHCPs as a minimum every twelve months, and colleges must co-operate in these reviews. Reviews must focus on the young person's progress towards achieving the outcomes specified in the EHCP and must also consider whether these outcomes and supporting targets remain appropriate, and must look towards preparation for adulthood and transition.

The LA may request that the college convenes and holds the review meeting on their behalf. We may also be asked to attend review meetings for young people who have EHCP and are still at school, particularly where the young person has expressed a preference for a place here, in order to help plan their transition to the next phase of education.

10. Resolving disagreements

Any complaints about the SEND provision at the college should be made using the standard complaints procedure. Concerns should be raised initially with the Inclusive Learning Manager, who will seek to provide resolution or sought further guidance as required. This does not include complaints relating to EHCPs, which students and their families should raise with the local authority that issued their EHCP.

11. Equality Impact Statement

We are committed to ensuring that, as far as is reasonably practicable, the way we provide services to our students and the way we treat our staff reflects their individual needs and does not discriminate against individuals or groups on any grounds of any of the protected characteristics defined by the Equality Act, which are age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will endeavour to make reasonable adjustments to accommodate any individual with particular equality and diversity requirements in implementing this policy and procedure.

12. Further information

12.1 External information

Relevant legislation and statutory requirements that have been taken into consideration for this policy include:

- [0-25 Special Educational Needs and Disability Code of Practice](#)
- [Apprenticeships, Skills and Learning Act 2009](#)
- [Children and Families Act 2014](#)
- [Education Act 1996](#)
- [Equality Act 2010](#)
- [Special Educational Needs \(Personal Budgets\) Regulations 2014](#)
- [Special Educational Needs and Disability Regulations 2014](#)
- [SEND & Alternative Provision Improvement Plan 2023](#)

12.2 Internal information

Local policies and procedures that have been taken into consideration for this policy include:

- Admissions Policy
- Access Arrangements policy
- Accessibility Statement and Plan
- Careers Education Information, Advice and Guidance policy
- Equality, Diversity and Inclusion Policy
- Fitness to Study Policy
- Health and Safety Policy
- Safeguarding Children and Vulnerable Adults Policy

13. Policy review

This policy will be reviewed annually from the date of approval.

The policy may be reviewed at an earlier date if necessary, for example, to update it in line with changes in legislation, organisational development or good practice.

Any individual who has queries regarding the content of this policy, or has difficulty understanding how this policy relates to their role, should contact the Policy Author.