HART LEARNING GROUP
SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND INCLUSION POLICY

GOVERNANCE AND CONTROL

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Accountable member of Group SMT	Deputy Principal of Curriculum, Quality and Inclusion
Responsible member of staff	Director of Curriculum for SEND
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SCOPE

Hart Learning Group (HLG) believe that all learners, regardless of any support needs should:

- Enjoy their studies.
- Achieve their outcomes.
- Progress onto further studies, employment or community-based provision.

AIMS

The SEND and Inclusion Policy sets out how NHC will:

- Adopt a person-centred approach for all our learners with SEND.
- Be ambitious for individuals with SEND in providing high-quality, tailored learning experiences and support leading to positive destinations.
- Provide an inclusive, accessible and safe learning environment where learners with SEND can thrive.
- Identify and provide high quality support for learners with SEND, ensuring that interventions are timely and informed by the individual with SEND.
- Work within the guidance provided in the SEND Code of Practice (2015), including partnership working with Local Authorities, for learners with SEND whether they have an Education, Health, and Care Plan (EHCP) or not.
- Engage appropriately with parents/carers and other professionals, supporting learners with SEND, to ensure joined-up solutions and achievement of the best possible outcomes.

- Continually monitor the progress of all learners, identifying needs as they arise, providing appropriate and timely intervention and support.

PURPOSE

The SEND and Inclusion Policy aims to provide a framework to ensure that learners with special educational needs and disabilities:

- Are treated fairly and with respect in all interactions.
- Have equal access to learning, alongside their peers, which enable them to achieve their full potential and overcome any barriers to learning.
- Can become confident, independent individuals who can make a successful transition into adulthood and into employment, supported employment, and/or independent living.
- Receive high quality education and support delivered by experienced and appropriately trained staff.
- Experience an inclusive learning environment in which all staff have high expectations and aspirations and are highly vigilant in identifying those individuals who face barriers to their learning and/or wellbeing.

RELATIONSHIP WITH OUR COLLEGE VALUES

Our values underpin our work in relation to SEND:

- **Respect:** We value the contribution that each member of our community makes. We ensure that we are an inclusive, welcoming and open organisation that encourages and values different thinking and perspectives.
- **Ambition:** We have high expectations about what we, our colleagues, and our learners can achieve. We are a learning organisation that is eager to continue to improve and develop.
- **Professionalism:** We conduct ourselves in a professional way. We commit to developing our knowledge, skills, and experience to better do our jobs.
- **Inspiration:** We motivate and instil a sense of belief in ourselves, our colleagues, and our learners. We have a strong ‘can-do’ ethos and believe that enjoying what we do is important.
- **Integrity:** We act in an open and honest way. We see trust as central to the way that we work – we do what we say we will do.
- **Community:** We are committed to building a community where everyone has a voice, feels supported, and can thrive. We are committed to being an active and responsible part of our local and wider communities.
- **Excellence:** We strive for excellence in everything we do. We encourage and challenge ourselves and each other to do the very best for our learners, colleagues, and community.

THE HART LEARNING GROUP'S COMMITMENT

HLG recognises that the learners experience should be informed by a person-centred approach to meet individual needs and facilitate success and achievement. Where a learning difficulty or disability requires special education provision, in that it is different or in addition to that of the learner's peers, HLG will provide appropriate support and interventions adapted for those with SEND.

HLG recognises that early identification and support planning is crucial to ensure successful interventions and outcomes for learners with SEND. Plans are informed by the duty to make reasonable adjustments, to remove barriers to learning, as defined by the Equality Act 2010.

For those learners with an EHCP, support and interventions will be focused on promoting independence, resilience, social and emotional development as well as academic and employability skills to enable successful transition into adulthood.

The SEND Partnership Manager (SPM) undertakes the role of Special Educational Needs Coordinator (SENCO) for HLG. The SPM acts as the main point of contact and ensures full cooperation with Local Authorities, to ensure compliance with statutory duties.

The Director of Curriculum for SEND works closely with colleagues in safeguarding, teaching and assessment, and admissions functions to advise, guide, and ensure effective SEND practice across all aspects of the business. HLG supports learners with a wide range of SEND. The types of support offered include:

- Tailored transition activities.
- Support at interview.
- In-class support.
- Out of class support.
- Individual tutorials.
- Mentoring.
- Study Skills.
- Maths and English coaching.
- Mobility support.
- Communication support.
- Specialist resources and equipment.
- Modifications to learning materials.
- Exam access arrangements (e.g. readers, scribes, prompts and / or extra time).

HLG have a keen understanding of the barriers that learners face and tackle these in a timely manner, systematically review adaptions and adjusting them as needed, making a tangible difference to learning, development and wellbeing.

OUR DUTY

The Children and Families Act 2014 sets out statutory duties for colleges. These duties are detailed in 7.3 of the SEND Code of Practice.
SEND_Code_of_Practice_January_2015.pdf

These duties are:

- The duty to co-operate with the local authority on arrangements for children and young people with SEND.
- The duty to admit a young person if the institution is named in an Education Health and Care Plan (EHCP).
- The duty to have regard to this Code of Practice.
- The duty to use their best endeavours to secure the special educational provision that the individual needs. This duty for learners with SEND, whether they have an EHCP or not.

The Equality Act 2010 sets out our legal obligations towards learners with SEND stating that:

- FE colleges must not discriminate against, harass or victimise disabled children or young people and they must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage.
- Providers have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

OUR POLICY IN PRACTICE

HLG will ensure that:

- All teaching, learning, and assessment practice embodies differentiated learning for all learners including those with SEND needs.
- Staff receive appropriate training and guidance to enable them to carry out their duty as defined in the SEND Code of Practice.
- The SEND Teams including ALS, Supported Studies and Springboard and the central EHCP team will facilitate the sharing of incoming information in relation to SEND learners with tutors and will facilitate any required transition arrangements.
- HLG, will support the request for an EHCP assessment, including requests from the Local Authority Higher Needs Funding Block.
- Annual EHCP reviews will be facilitated by the central EHCP Team, as directed by the Director of SEND, with full tutor and support staff engagement. All relevant professionals will be invited to the annual review. Preparation for Adulthood will form a key component of the EHCP outcomes agreed for all learners at the college.
- Heads of Curriculum, ALS and the HLG Health and Safety Manager will ensure that appropriate medical risk assessments are carried out for learners with medical

conditions, and that colleagues in a teaching, learning, and assessment capacity are fully aware of these risk assessments.

- The specialist SEND teams, Head of ALS and Head of Wellbeing and Safeguarding will ensure that safety plan assessments are carried out and appropriate support is implemented for all learners with social, emotional and mental health challenges. This would include external referrals where necessary.

- The Director of Curriculum for SEND will engage with and implement for SEND teams relevant training, development, and continuous professional development to maintain currency within SEND practice.

- All information relating to SEND learners will be processed in accordance with data protection legislation, as set out in the college's Data Protection Policy (INF03).

- HLG works in partnership with learners and their parents/carers, placing the individual's views, wishes and opinions at the centre of the process. HLG aim to provide appropriate levels of support to ensure the best outcomes for the learner alongside effectively preparing them for their next steps and adult life.

- HLG is committed to working collaboratively with local authorities and health professionals to put in place suitable arrangements for all learners with SEND. We encourage positive and timely communication from external partners regarding individuals' needs, to enable us to meet and exceed our statutory duties.

Monitoring and review

- The Deputy Principal of Curriculum, Quality and Inclusion and the Director of Curriculum for SEND are the Strategic Leads with oversight of SEND. Working closely with the Heads of Supported Studies/Springboard and Additional Learning Support Managers as the operational leads.

- The SEND Policy is communicated to all staff through staff induction, Sharepoint, email and training.

- Updates on the effectiveness of inclusive practice for SEND learners will be included in the half termly SMT performance board and the half termly Quality Committee, where committee membership includes senior managers and a member of the college's Corporation Board.

- Regular updates and resources are provided via the SEND MS Teams channel - virtual learning environment (VLE).

- HLG strives to ensure that promotional materials for staff and learners promotes equality, diversity, and inclusion across HLG, partners, stakeholders, and in the wider community.

- The HLG website includes details of SEND provision and support structures, including how to seek support and access further information.

- HLG will regularly review their portfolio of programmes to meet a wide range of need, goals, and aspirations.

- HLG will monitor the effectiveness of the SEND Policy by taking a cyclical approach to assessing need, planning and providing support, then reviewing and evaluating impact so that it can be adjusted where necessary. This will involve the learner and particularly for those aged 16-18, their parents/carers, to plan around the individuals needs and ensure that staff have the necessary skills to support this process effectively.

- Annual self-assessment for Supported Studies and Springboard (as our Specialist SEND provision) alongside the annual self-assessment for ALS will be conducted with accompanying quality improvement plans for SEND.
- The policy will be reviewed every 3 years or in response to legislative changes, with any amendments approved by the Deputy Principal of Curriculum, Quality and Inclusion.

THE SEND CODE OF PRACTICE

States that an individual has SEND if they have a learning difficulty or disability that calls for special education provision to be made for them.

A learning difficulty or disability is when an individual:

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

The SEND Code of Practice outlines four broad areas of support:

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health difficulties.
- Sensory and/or physical.

SEND needs may include:

- Severe learning difficulties.
- Global learning difficulties in acquiring basic skills at college.
- Neurodiversity including: Attention deficit and hyperactivity disorder (ADHD), Autism (ASC), Pathological Demand Avoidance (PDA).
- Social, emotional or mental health difficulties which may include high anxiety levels, self-harm and suicidal ideation, social isolation or behaving safely and appropriately.
- Specific learning difficulty (SpLD) with reading, writing, spelling, maths, organisation, memory or coordination. Types of SpLD include Dyslexia, Dyspraxia or Dyscalculia.
- Sensory or physical needs such as hearing impairment, visual impairment or physical challenges which might affect them.
- Speech language and communication needs.
- Medical or health conditions.

LOCAL OFFER AND SUPPORTING STUDENTS AND FAMILIES

All Local Authorities make a 'local offer' which contains information about services available in the local area for children and young people aged 0-25 with SEND. Information about Hertfordshire's local Offer can be found at:

The Hertfordshire SEND Local Offer

Course information including details relating to specialist provision for students with SEND (Supported Studies and Springboard) and support provided by the ALS team and Student Services can be found on the College website:

North Hertfordshire College - Discover a bright future at North Hertfordshire College

NHC has well-established links with a range of external organisations and will engage with them and parents, if appropriate, to fully support the needs of both the learner and the family.

Transition from secondary school to Post 16 is a carefully managed process to ensure that the learner feels well supported and safe in their new environment. The College works closely with all feeder schools to ensure that all relevant information is passed on with school link or taster sessions provided where appropriate.

A range of tailored transition activities are offered throughout the academic year where learners, their parents and carers have the opportunity to meet with curriculum staff, specialist SEND teachers, ALS and Student Services. In addition, individual appointments can be made with key staff prior to admission to NHC.

Learners needing Access Arrangements for exams such as extra time, a laptop or a scribe will be assessed at college by a suitably qualified professional and the appropriate arrangements applied for. Exam Access Arrangements Policy Access Arrangements Policy and Word Processor Policy Word Processor Policy

RESPONSIBILITIES

- The Corporation Board, HLG's governing body, has overall responsibility for ensuring that there is full compliance with the SEND and Inclusion policy and HLG meets its statutory duties as detailed in the SEND Code of Practice.
- All staff members of HLG are expected to act in accordance with this policy and to treat learners with respect at all times.

MAKING A COMPLAINT

- Anyone who feels that the treatment they have received is not in keeping with the SEND and Inclusion Policy, should raise their concerns with the learner's tutor in the first instance and then escalate to the Deputy or Head of Curriculum. In most cases, concerns can be resolved informally. In some cases, however, it may be necessary to deal with the concerns by following HLG's formal Compliments, Feedback and Complaints process. Compliments, Feedback and Complaints Policy

LINKED POLICIES / PROCESSES

Statutory Policies

- Children & Families Act 2014
- SEND Code of Practice (2015)
- SEND Guide for Parents and Carers
- Equality Act 2010
- Keeping Children Safe in Education 2024
- Mental Capacity Act 2005

NHC Policies

- NHC Equality and Diversity Policy NHC Equality and Diversity Policy
- Access Arrangements Policy Access Arrangements Policy
- Word Processor Policy Word Processor Policy Exams
- Positive behaviour Policy Positive Behaviour Policy
- Safeguarding Policy Safeguarding Policy
- Compliments, feedback and complaints Policy Compliments, Feedback and Complaints Policy
- Medication Policy Administration-and-Storage-of-Medications-Policy-Version- 8 - New Format.doc