

SEND (Special Education Needs and Disabilities) Policy

Policy type: Local
Approved by: AQC
Effective from: January 2026
Revision date: January 2027

Document History

Changes to grammar, punctuation, spelling and sentence structure have been made throughout the document. In addition to these minor changes the following have been made.

Date	Author	Note of Revisions
January 2025	Head of Study Support	<ul style="list-style-type: none"> 6.1 Added Supporting students with the transition to next steps – supporting them to find an appropriate work experience placement, access careers guidance, etc. 6.5 Bullet points updated to reflect the most recent Scheme of Delegation 8. Bullet points added to explain the JCQ access arrangement assessments 10. Updated to refer to the Trust's complaints policy FAQ - <i>How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?</i> Information regarding consultation evenings updated with the addition of the SEND event for parents.
January 2026	Head of Study Support	<ul style="list-style-type: none"> 6.1. Added 'Liaising with all stakeholders at college around a student's needs, i.e. safeguarding, pastoral, teaching staff, parents, external agencies, careers, directors and JCQ'. 6.3. Added 'using the Student Support Site and Graduated Approach in their teaching and support practice'. Added 'Giving feedback to parents of students with SEND as appropriate'. 9. Reference to the Hygiene Room added and 'college produced videos are subtitled and teachers are reminded to subtitle all videos they use in lessons where possible'. 12: Related Policies: added Attendance Policy.

		<ul style="list-style-type: none"> JCQ 2025 changes for extra time roll-forward Form 8 explained, along with the college's responsibility to make decisions about exam access arrangements. Updated name of documents for completion (SEND Code of Practice: 0-25).
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1. Aim

The Sixth Form College Farnborough provides predominantly level 3 education provision and is focused on preparing students for progression to higher education, apprenticeships or work. The College offers students a combination of A levels and applied general qualifications.

The College's mission is to be a distinguished provider of the highest quality education, enriching the lives of students within a lively, caring community and enabling all to develop the skills needed to meet the demands of a changing world with confidence. The College aspires to be outstanding in all that it does. It is committed to the continuous improvement of the quality of the teaching and learning available to its students and to the systems and other services which underpin these.

The Sixth Form College Farnborough is fully committed to providing equality of opportunity for all of our students. Inclusive learning is a fundamental part of our vision.

Teaching approaches underpinned by the science of learning are particularly beneficial for students with SEND. Core pedagogies we use within our Trust include Rosenshine's Principles of Instruction, which ensure that teachers use robust, evidence informed approaches that support learning for all students and that this is the first port of call when it comes to addressing additional needs.

Because all teachers are teachers of SEND, staff take their role in supporting our students very seriously and engage in professional development which builds their understanding of the evidence base, allowing them to use the right strategies for the right student at the right times.

The College welcomes students with learning difficulties and disabilities and seeks to respond both flexibly and effectively to provide appropriate, individually tailored academic and other support.

The College aims to empower learners with Special Educational Needs and Disabilities (SEND) to experiment with strategies and assistive technologies to reduce learning barriers, promote independence, maximise performance and fulfil potential both at college and thereafter.

The College aims to provide a safe environment in which students can grow and develop as individuals.

As a part of this commitment, the Study Support Team aims to identify, assess and provide strategies to enable staff to meet the needs of these students.

We recognise that meeting SEND is a '*whole College responsibility*'. This means that whilst the Study Support team identifies, assesses and is able to provide tailored support for students, the provision of support for any student is the responsibility of all members of staff.

2. Supporting Legislation and statutory framework

The SEND Policy is informed by the **Special Educational Needs and Disability (SEND) Code of Practice: 0-25** and the following legislation (*Note: for the accurate interpretation of the contents of this section of the policy, the appropriate full legislation should be reviewed.*):

2.1 The Special Educational Needs and Disability Regulations 2014, which set out school and college's responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

2.2 Equality Act 2010

The Equality Act 2010 sets out the legal obligations that post-16 institutions have towards disabled children and young people. In accordance with it, the college:

2.2.1 Will not directly or indirectly discriminate against, harass or victimise disabled children and young people

2.2.2 Will not discriminate for a reason arising in consequence of a child or young person's disability

2.2.3 Will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers and in accordance with the public sector equality duty

2.2.4 Will when carrying out their functions have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people

2.2.5 Will publish information to demonstrate their compliance with this general duty

2.2.6 Will prepare and publish objectives to achieve the core aims of the general duty

2.2.7 Will make reasonable adjustments to procedures, criteria, practices, and reasonable physical alterations and by the provision of auxiliary aids, services and accommodation.

2.3 Children and Families Act 2014

Sixth form colleges approved under Section 41 of the Children and Families Act 2014 have specific statutory duties. In accordance with these, the college:

2.3.1 Will cooperate with the local authority on arrangements for children and young people with SEND

2.3.2 Will admit a young person if the college is named in an Education Health and Care (EHC) plan unless following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEND, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others

2.3.3 Will have regard to the SEND Code of Practice: 0-25

2.3.4 Will use its best endeavours to secure the special educational provision for the young persons' **needs** whether or not the students have EHC plans.

2.4 Funding Agreement

In accordance with its funding agreements the college will secure access to independent careers guidance for all students.

2.5 Special Educational Needs and Disability (SEND) Code of Practice

The Special Educational Needs and Disability Code of Practice 0-25 provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. Whenever making decisions, the AQC and senior leadership team will have due regard to the Code of Practice in order to fulfil their statutory duties towards students with SEN or disabilities so the college is able to demonstrate in its arrangements they are fulfilling their statutory duties.

The Equality Act 2010 requires institutions to make "reasonable adjustments". This means putting arrangements into place to make it easier for students with disabilities and Special Educational Needs (SEN) to prevent them from being placed at a substantial disadvantage.

The following factors may be taken into account by the College when considering what is considered as being "reasonable adjustments":

- The need to maintain academic and other prescribed standards;
- Financial resources available to the College;
- The extent to which it is practical to take a particular step;
- Health and Safety requirements;
- Relevant interests of other people including other students.

We are firmly committed to an inclusive approach for all students, provided the student meets our published entry criteria and follows our Admissions Protocols, which provide the opportunity to discuss how those with additional needs can be supported with their studies.

3. Policy

At the Sixth Form College Farnborough all students, regardless of their particular needs, are provided with high quality inclusive adaptive teaching which will enable them to make the best possible progress in college and feel that they are a valued member of the community. The College aims to raise the aspirations and expectations for all students with SEND and remove barriers to learning ensuring that all students reach their potential.

The specific objectives of this SEND policy are as follows:

3.1 To ensure that students with special educational needs and disabilities are promptly identified and that their specific learning needs are met.

3.2 To ensure that students with special educational needs and disabilities have access to all activities at the College - the whole College approach.

3.3 To ensure that all students make the best possible progress and achieve the best possible outcomes.

3.4 To ensure that learners are given opportunities to express their views and are fully involved in decisions which affect their education.

3.5 To provide support, advice and training for all staff working with SEND students.

3.6 To ensure that parents/carers have a clear understanding of how the College supports children and young people with SEN and their involvement in this.

3.7 To provide an appropriately qualified and experienced Head of Study Support in the position who can ensure that the SEND Policy is put in place.

3.8 To ensure that everyone concerned is clear about their role in developing the College's inclusive approach and how they contribute to the students' learning, support, progress and aspirations.

3.9 To promote effective partnership and involve outside agencies where appropriate.

4. Key Personnel

Role	Contact details
Head of Study Support	studysupport@farnborough.ac.uk
Senior Leader responsible for SEND	admin@farnborough.ac.uk

SEND link Councillor	admin@farnborough.ac.uk
Designated teacher with safeguarding responsibility	safeguarding@farnborough.ac.uk
Members of staff responsible for students with medical needs	safeguarding@farnborough.ac.uk

The Study Support Team is responsible for assessing the needs of students with SEND in discussion with students, parents, outside agencies and previous institutions.

5. Special Educational Needs – Definition

The Children and Families Act 2014 defines SEN as follows:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

5.1 have a significantly greater difficulty in learning than the majority of others of the same age, or;

5.2 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 mainstream schools or mainstream post - 16 institutions.

6. Roles and Responsibilities

6.1 The Head of Study Support and team are responsible for:

- Identifying the learner's special educational needs.
- Coordinating the special educational provision for the learner which meets those needs.
- Monitoring the effectiveness of any special educational provision for the learner.
- Securing relevant services for the learner where necessary.
- Ensuring that records of the learners' special educational needs and the special educational provision made to meet those needs are maintained and current.
- Liaising with and providing information to the parent/carer of the learner, where appropriate.

- Ensuring that, where the learner transfers from and to another educational institution, the learner is supported and relevant information is shared, where appropriate.
- Promoting the inclusion of the learner in the College community and providing access to the College's curriculum, facilities and additional activities where this is reasonably achievable.
- Supporting students with the transition to next steps – supporting them to find an appropriate work experience placement, access careers guidance, etc.
- Selecting, supervising and training Learning Support staff at the College who work with learners who have special educational needs.
- Advising and educating teachers and other relevant individuals at the College about inclusive adapted teaching methods appropriate for individual learners with learning support needs or disabilities.
- Liaising with all stakeholders at the College around a student's needs, i.e. safeguarding, pastoral, teaching staff, parents, external agencies, careers, directors and JCQ.

6.2 Learning Mentors are responsible for:

- Being fully cognizant of the contents of this policy and the associated procedures applicable for identifying, assessing and making provision for students with SEND.
- Using the College procedures for giving feedback to teachers about students' responses to tasks and strategies used to provide effective in class and 1:1 support.
- Staying up to date with the latest information and training on how best to support SEND students.
- Introducing students with declared learning differences and access arrangements to a range of strategies and assistive technologies.
- Identifying, trialling and reviewing with students new and innovative ways of working to help reduce their learning barriers, increasing independence and maximising their potential.
- Using histories and access assessment feedback to inform planning and Individual Learning Plans including the most effective use of their individual examination arrangements.
- Working closely with each learner to monitor progress and review interventions, approaches and strategies

6.3 Curriculum teachers and pastoral tutors are responsible for:

- Including students with SEND in classroom activities and providing an appropriately inclusive adaptive curriculum where necessary to meet individual

needs; Seeking advice from the Study Support Team on assessment and strategies to support inclusion.

- Familiarising themselves with this policy and procedures for identification, monitoring and supporting students with SEND; using the Student Support Site and Graduated Approach in their teaching and support practice.
- Giving feedback to parents of students with SEND as appropriate.
- Understanding the purpose of in class support for individual students and liaising with the Study Support team regularly to ensure needs are met.

6.4 The Senior Management Team are responsible for:

- Ensuring that SEND policies and procedures are fully implemented and annual statutory updates are passed on to staff.
- Ensuring sufficient resources are allocated for training.
- Ensuring the Head of Study Support will receive statutory training and that all members of staff within the Study Support Team have sufficient and appropriate training and qualifications.
- Quality assuring and reviewing all SEND provision as part of the College's Quality Cycle.

6.5 Academic Quality Council are responsible for:

- Knowing and understanding the College's SEND provision and performance of SEND students and to use information to act as a critical friend to the College's SLT
- Approving SEN Information Report as delegated by the Trust Board
- Approving the College's SEND, Medical Conditions and other related policies as delegated by the Trust Board
- Designating a member of the AQC to have oversight of the College's arrangements for SEND

6.6 Learners

- To attend and participate in their timetabled Study Support sessions.
- To experiment with recommended strategies to help reduce their learning barriers and develop their independence in preparation for university or employment.
- To utilise exam access arrangements as their normal way of working.
- To contribute to student voice activities so that the Department can further develop its provision to meet the needs of all learners.

6.7 Examinations Manager

- To ensure access arrangements are approved by JCQ and are in place.

6.8 Support Managers and Staff

- To be always cognisant of the needs of students with SEND in delivering, assessing and improving the services they provide.
- To engage actively with learners and use learner voice to ensure that their needs are being met.

6.9 All staff

- To ensure they work in accordance with this policy.
- To ensure any harassment, discrimination or bullying is not tolerated and reported to the college's designated director with safeguarding responsibility.
- To ensure students with SEND are treated with dignity and respect.

7. Admission arrangements

Students have the opportunity to identify themselves as having difficulties that require extra support during the application and enrolment procedure or at any time during their time at College. Students should make contact with the Study Support Team during Open Evenings or Information Evenings, at interview or during the induction process at the start of term.

Where prospective students have an Education Health Care Plan (EHCP) an invitation for a meeting will be sent during the summer term, prior to starting. A representative of the Study Support department can also come and visit the student at the current school. The prospective student will be welcome to visit the College during a typical day, to get an idea of the environment and this can be arranged via the Study Support team.

In all cases, advice and information is sought where possible, from parents, schools and outside agencies.

8. Examination arrangements

Special arrangements for sitting examinations are made through the Study Support Team and the Registry department.

Evidence to apply for these **must** be provided by the current teacher, as dictated by the Joint Council for Qualifications (JCQ).

The College applies to the JCQ (Joint Council for Qualifications) for access arrangements within a pre-determined time scale.

- If a student has learning difficulties, the College's appointed assessor must conduct the assessment to determine the need for access arrangements such as 25% extra time.
- Where an external assessor diagnoses a learning difficulty (for example, dyslexia, dyscalculia), the College must make decisions on appropriate access arrangements for these candidates. Although professionals from other organisations may give **advice**, they **cannot** make the decision for the College. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the College's teachers and assessors to make appropriate and informed decisions based on the JCQ regulations.
- Specialists (for example, a medical consultant, a psychiatrist) are responsible for providing a formal diagnosis. They are not responsible for decisions about access arrangements.
- The College must decide which access arrangements a student has for their exams. The College **will not** be able to simply roll forward a candidate's extra time from school and apply for extra time until the teaching staff at the College have assessed the need and provided the required appropriate evidence in their subject. Failure to comply with this regulation has the potential to constitute malpractice, which may impact on the candidate's result(s).
- Teachers must give evidence to show that an access arrangement is needed. The College will record how effective the arrangement is in the classroom, in internal tests or in mock exams.

9. Physical accommodation and access

- College literature is available online and in large print.
- There are clearly marked car parking spaces in front of the Prospect Theatre for blue badge holders.
- The Learning Resource Centre, Library and student refectories are to be found on the ground floor.
- All areas in College are wheelchair accessible, with lifts in all buildings.
- College-produced videos are subtitled, and teachers are reminded to subtitle all videos they use in lessons, where possible.
- There is a hygiene room for high needs students with medical and physical needs.

Students with physical disabilities are invited into College prior to their starting to be guided around to ensure they are familiar with the environment and to identify any areas that could cause difficulty. Where possible, students with mobility issues will be timetabled on the ground floor.

10. Complaints and appeals procedures

Any person who has a complaint should follow the procedures on the complaints policy, listed on The Prospect Trust website – www.theprospecttrust.org.uk.

11. Monitoring and review of policy

The success of the College's SEND policy and provision is monitored and reviewed through the:

- Monitoring of classroom practice through observation.
- College's Student Voice strategy and activities.
- College self-evaluation processes.
- AQC Councillors' review of the policy and the SEND provision annually.
- Feedback from students, parents/carers and staff, both formal and informal, following Parents' Evenings, and meetings to review and agree targets, revise provision and celebrate success.

12. Related College Policies and Documents

- Admissions Policy
- Equality and Diversity Policy
- Fitness to Study Policy
- Personal Care Policy
- Exam Policy
- The Student Code of Conduct
- The Attendance Policy

13. More information

Is available on the Hampshire Local Offer website

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page> or in the FAQs below.

Frequently Asked Questions

How does your education setting know if children/young people need extra help and what do I do if I think my child has special educational needs?

Prospective students should identify any additional needs on the College application form. This information is then shared internally with the interviewer, usually a member from the Study Support team. When an additional need has been identified, an Additional Support Form will be completed with the student. This form gives the student the opportunity to give more detail about their support needs and also to give permission for the College to contact their school. The Study Support Manager will liaise with our Partner and Link Schools to discuss individual needs. Visits to schools may be arranged to meet with prospective students and discuss their needs further.

How will the education setting staff support my child / young person?

The Study Support Team will meet with all students who have disclosed a support need at enrolment. In some cases, where there is a higher level of need, such as students with an EHCP or ASC diagnosis, students will be invited into College in the summer term prior to their September start. In all cases support needs will be discussed and their initial support plan will be agreed upon. This information will be shared with their Personal Tutor/Student Progress Advisor (SPA) and their subject teachers. Support is individual to the student and could include small group support, 1 - 1 help, or in some circumstances, in - class support. The support provision will be reviewed, and adapted when necessary, throughout the year and will always be led by individual need.

How will the curriculum at your education setting be matched to my child / young person's needs?

The College is an academic institution that only offers full - time programmes. We offer a mixed programme of study at Level 3 including both A level and vocational courses. These programmes are syllabus led but reasonable adjustments will be made within these constraints to support access to the curriculum. The individual course pages on the College website outline the entry criteria for each individual subject. The College offers GCSE English language and GCSE maths courses to students who have been accepted on to a level 3 programme of study with a grade 3 or below. It does not offer any other Level 2 courses (or below), nor does it offer Life Skills courses. All students are required to meet the entry requirements to access their chosen courses – these are competence standards that cannot be adjusted.

Individual needs can be met by providing specialist equipment, additional support (1 - 1 or small group), subject workshops and, where necessary, in-class support. The interviewer will discuss a student's strengths and weaknesses with them at interview and then again at enrolment when they present their GCSE grades. Together they agree on the most appropriate programme.

How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Termly review data is shared with parents and the Parent Portal is also a way to keep abreast of reviews and attendance. Consultation evenings take place for students in the Autumn Term and Spring Term. There are additional online meetings including a Parent Information SEND event in the first term for first year parents and a Progression webinar for parents of first year students regarding progressing to the second year. The College actively encourages liaison between parents and College staff. Parents can contact the Personal Tutor/Student Progress Advisor (SPA) or a member of the Study Support team at any point during the academic year if they have concerns. Where necessary a meeting with teachers, their Personal Tutor/Student Progress Advisor (SPA) and a member of the Study Support team can be arranged.

What support will there be for my child / young person's overall wellbeing?

The College has a Health & Wellbeing Co-ordinator and a nurse on site. Individual training is given to staff to deal with medical conditions which their current students may have. Pastoral support is provided mainly by the Personal Tutor/Student Progress Advisor (SPA) in conjunction with the Study Support team, nurses, counsellors and teaching staff. The comprehensive tutorial programme covers students' personal and social development. Guidance is given throughout their programme to allow them to become independent in their learning and in their social skills. While no formal support is provided during breaks and lunchtimes, students are encouraged to use the Study Support area or space within some subject areas, when they need a 'safe place' throughout the College day.

What specialist services and expertise are available at or accessed by your education setting?

The College employs two trained nurses and a team of counsellors. The Study Support Team includes three specialist teachers, as well as a number of highly experienced Learning Mentors. In addition, other experienced staff within College are used for 1 - 1 social mentoring support such as ELSA and TALA support. Specialist services, such as Specialist teacher Advisors, are consulted as required.

What training have the staff supporting children and young people with SEN and Disabilities had or are having?

The College nurse offers individual medical training to staff when students with medical conditions join the College. The Health and Safety Lead offers Evac Chair training to new staff. The current Study Support policy is available on the College website.

How will my child / young person be included in activities including trips run by your setting?

All students are invited to participate in their subject area educational trips, but places are always limited. The teacher organising the trip will liaise with the student and parent/guardian to decide what adjustments can or need to be made to allow

participation. If necessary, another member of staff will accompany the student to help with their additional needs. Participation on some trips may not be possible due to Health & Safety regulations.

How accessible is your education setting?

Most areas in College are wheelchair accessible, with lifts in all buildings. Students with physical disabilities are invited into College prior to their starting to be guided around to ensure they are familiar with the environment and to identify any areas that could cause difficulty. Where possible, students with mobility needs will be timetabled on the ground floor. College literature is available online and in large print. Video content is subtitled. The College also has a hygiene room.