

BIRMINGHAM INDEPENDENT COLLEGE

Special Educational Needs and Disabilities (SEND) Policy

NEXT REVIEW: November 2026

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our college fully implements national legislation and guidance regarding students with SEND
- Our college will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of college life
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our college we will provide all students with access to a broad and balanced curriculum including students with complex needs.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out colleges' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and colleges' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the college's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the college's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

4. Inclusion and equal opportunities

At our college we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the college environment to make sure that students with SEND are included in all aspects of college life.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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 colleges

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream colleges.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The college will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our college is Mrs Gillian Situnayake

They will:

- Work with the Head of College and Operations Manager to determine the strategic development of the SEND policy and provision in the college
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that all students receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different college or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, college or institution in a timely manner
- Work with the Head of College and college governors to make sure the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the college keeps its records of all students with SEND up to date and accurate
- With the Head of College, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the college's plan for continuous professional development

- With the Head of College, regularly review and evaluate the breadth and impact of the SEND support the college offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the college's SEN information report and any updates to this policy

6.2 The Proprietorship (governing board)

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the college alongside students who don't have SEND
- Inform parents when the college is making special educational provision for their child
- Make sure that the college has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an termly reports for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the college website about how the college is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the college's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the college and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

6.3 The Head of College

The Head of College will:

- Work with the SENCO and Operations Manager to determine the strategic development of the SEND policy and provision within the college
- Work with the SENCO and Operations Manager to make sure the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students and their progress
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students
- Advise the LA when a student needs an early EHCP review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the college's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the college offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the college's identification of SEN, both within the college and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the college
 - Listen to the parents' concerns and agree their aspirations for the student

6.5 Parents or carers

Parents or carers should inform the college if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside college and any changes in the student's needs
- Given the opportunity to share their concerns and, with college staff, agree their aspirations for the student
- Given a termly reports on the student's progress

The college will take into account the views of the parent or carer in any decisions made about the student.

6.6 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The college publishes a SEN information report on its website, which sets out how this policy is implemented in the college.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of College and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the college's plan for continuous professional development.

9. Links with external professional agencies

The college recognises that it won't be able to meet all the needs of every student. Whenever necessary the college will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- Child and adolescent mental health services (CAMHS)
- Social services

10. Admission and accessibility arrangements

10.1 Admission arrangements

At BIC all our students have an EHCP and are referred to Birmingham Independent College (BIC) by Local Authority's Special Educational Needs Assessment & Review team (SENAR) teams.

SENAR is responsible for allocating places and maintaining Education Health & Care Plans (EHCP's) of children with special educational needs. BIC accepts pupils with EHCP's from all Local Authorities

10.2 Accessibility arrangements

Our building is fully DDA compliant. Schools are required under the Equality Act 2010 to have an accessibility plan.

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

11.2 Monitoring the policy

This policy will be reviewed by the Operations Manager **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

12. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Safeguarding / child protection policy
- Complaints policy