



SEND Policy

Last approved: September 2025
Approved by: Quality Committee
Next review due: September 2026

1. Scope of this Policy

The objective of this policy is to;

- 1.1 To work within the guidance laid down in the SEND Code of Practice 2015.
- 1.2 To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- 1.3 To operate a whole college approach to the management and provision of support for SEND that takes into account all of a pupil's needs (assess, plan, do, review model)
- 1.4 To ensure that parents/carers have a clear understanding of how BN1 Arts supports children and young people with SEND, and their own involvement in this.
- 1.5 To provide support and advice for all staff working with SEND pupils.

2. Introduction

- 2.1 BN1 Arts strongly and passionately believes that all young people, regardless of their academic ability or Special Educational Needs and/or Disabilities (SEND), should have the same opportunities to flourish and achieve within any academic environment and have access to the same curriculum and opportunities provided to students without SEND
- 2.2 Students at BN1 Arts live in various local authority areas. Each local authority must produce information regarding the support and services available to young people with SEND and their families on their local offer website.
- 2.3 Some young people may have had significant struggles in previous provisions to be able to achieve and we believe that we should be one of the final services with whom young people work before being able to access future career or educational options. With that in mind, BN1 Arts will fulfill its moral and legal obligations to ensure it uses all of its available resources and make reasonable adjustments that are required to support all young people who have or may have SEND.
- 2.4 Those young people coming to BN1 Arts with an EHCP will have their needs specified and the support that is required to help the young person achieve. Those students who do not have an EHCP but have identified SEND needs (often referred to having 'SEND Support') will also be supported.
- 2.5 Every member of staff within BN1 Arts is required to uphold the BN1 Arts ethos and are all responsible in the identification and support of any SEND need.

2.6 The Special Educational Needs and Disability Code of Practice 2015 states that:

- “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.”

2.7 A ‘young person’ in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16.

2.8 This policy complies with the statutory requirements in the SEND Code of Practice 2015 and should be read in conjunction with other BN1 Arts guidance, information and policies.

2.9 In accordance with the overarching principle of the SEND Code of Practice, this policy has been co-produced with the Senior Leadership Team of BN1 Arts, academic partners, and all those involved in the administration and application of SEND support/provision and the young people and their families

3. Contacts

3.1 BN1 Arts’ SEND manager oversees the provision and support that is provided to the young people who attend BN1 Arts. Each BN1 Arts FE Centre will have a designated point of contact for any queries relating to SEND support and EHCP’s.

3.2 Any member of staff who identifies any additional needs with the young people at BN1 Arts will share their observations with the designated points of contact.

4. Admissions

4.1 BN1 Arts operates an equal opportunities policy for young people with SEND who are afforded the same rights as other young people. This includes both those identified as pupils with a level of SEND at ‘SEND Support’ and those with EHCP’s.

4.2 BN1 Arts’ Equality & Diversity Policy and Admissions Policy have full details around admission and inclusion.

4.3 BN1 Arts will fulfill its legal and moral duties with regards to supporting students with and without SEND and use our best endeavours to provide the right support and provision for all, complying with all relevant statutory legislation and policies.

5. SEND Identification

- 5.1 Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching.
- 5.2 All staff have a responsibility to monitor every student to identify any additional support needs, irrespective if they have an EHCP, require SEND Support or have no identified additional needs. Staff will document their observations and share with Management and Administrative teams as required.
- 5.3 All staff will ensure that they provide each and every student a consistent and structured level of support with appropriate differentiation to their delivery for those students who have identified SEND. All staff must ensure that they read the students EHCP and/or other information which is created by the Administration Team to ensure they are familiar with individual student needs.
- 5.4 The SEND Policy will be reviewed regularly by the Send Manager as well as the practice of the teaching staff through classroom observations. Any additional needs or requirements will be communicated via staff meetings to ensure everyone is working consistently. Throughout the academic year, all students who have an EHCP or are identified as requiring SEND Support, will have their outcomes reviewed to see if they have progressed in their learning as well as their social and emotional development. BN1 Arts also has a duty under the SEND Code of Practice to prepare students for adulthood and make provision to support them which is also reviewed as part of the annual review process.
- 5.5 The SEND Code of Practice specifies four broad areas of need:
- 5.5.1 Communication and Interaction (including Autism Spectrum Disorder)
 - 5.5.2 Cognition and Learning
 - 5.5.3 Social, emotional and mental health difficulties
 - 5.5.4 Sensory and/or physical needs.
- 5.6 These four areas provide an overview of the range of needs that will be planned for at BN1 Arts. At BN1 Arts, pupils are identified by considering the needs of the young person as a whole which will include not just the special educational needs of the young person. Other factors can also have an impact upon progress and attainment though are not SEND, but include:

5.6.1 Disability

5.6.2 Attendance and Punctuality

5.6.3 Health and Welfare

5.6.4 English as an Additional Language (EAL)

5.6.5 Being in receipt of Pupil Premium Grant

5.6.6 Being a Looked After Child/Care Leaver

5.6.7 Being a young person of Serviceman/woman

5.7 The SEND Code of Practice does not allow the category of 'poor behaviour' to fit under the description of SEND. BN1 Arts will often have some of the most vulnerable young people on role and any additional needs will be assessed looking at the four areas highlighted in the code as a possible cause for perceived poor behaviour. BN1 Arts does have a Behaviour and Attitudes Policy which stipulates how students should behave; however, it must also take into account this SEND Policy which stipulates that any poor behaviour must be looked at and assessed to the root causes which may be linked to SEND.

6. SEND Support

6.1 All staff have a responsibility to ensure that the individual needs of their students are considered and differentiated for. It is the intent of BN1 Arts to plan, differentiate and implement at an appropriate level of differentiation to allow all students to succeed.

6.2 Any student identified as falling behind or not achieving must be raised as a concern with the Programme Leader. Regular teacher meetings will be held throughout the academic year to ensure there is a formal platform to discuss students of concern. For those with EHCP's, or those already identified as requiring SEND Support, teachers and support staff should refer to their supporting paperwork to ensure that support strategies are being consistently followed.

6.3 Any student identified as requiring additional support (without already having an EHCP or SEND Support) must be reported at the earliest instance to the Send Manager. It will be vital for documented evidence and any assessments to be provided. The Senior Leadership Team, as well as the students teacher or Learning Support Practitioner (LSP), may invite the students and their parents/carers in for a meeting to discuss support requirements and the need to consider SEND Support.

6.4 Prior to any request for an EHCP Needs Assessment, BN1 Arts will collect a wide range of evidence to demonstrate it has utilised the Assess, Plan, Do & Review model (see 6.6 below) in identifying and supporting additional needs. This will usually be done through Provision Plans which will be reviewed termly. This evidence will come from the teachers and/or support staff, Functional Skills teachers and observations of the student from the delivery and support teams.

6.5 Every young person identified as needing SEND Support has a different profile of needs and we use a personalised approach to ensure that we meet those needs.

6.6 Assess, Plan, Do & Review;

6.6.1 Assess – through observations, a young person's needs can be identified and subsequently we will assess what is the most appropriate support that might be required to assist the young person with those needs. All observations must be documented and maintained as evidence.

6.6.2 Plan – in liaison with the young person and their parent carers (if the young person consents), BN1 Arts SEND Team will discuss the observations and findings and offer any additional support that might be appropriate. The young person must consent to any support that is offered. All agreed support will be documented in a Provision Plan with agreed outcomes and support strategies.

6.6.3 Do – the support agreed will be put in place for a period of time (usually one long term). Teachers and support staff will be made aware of what support is going to be put in place and ongoing observations will be completed.

6.6.4 Review – after the agreed period of time has elapsed, another review meeting will be scheduled with the young person and their carers (if consent is given) and the short- term targets and outcomes will be reviewed to see whether the support has been successful or not. If the young person has not made expected progress, it may be that the support needs to be reviewed and then a new cycle of assess, plan, do & review commences.

6.7 Support that is additional to and different from the differentiated curriculum will be provided in a range of ways to support and increase progress, and may include:

- 6.7.1 Classroom organisation and management
- 6.7.2 In-class support by teacher and support staff
- 6.7.3 Withdrawal for individual/small group work
- 6.7.4 College reading support
- 6.7.5 Use of specialist equipment
- 6.7.6 Alternative teaching strategies
- 6.7.7 Support from a learning mentor

6.8 BN1 Arts may seek advice and guidance from external specialists, such as a Speech & Language Therapist or Educational Psychologist. In these instances, the young person and their parents/carers will be spoken to in order to inform them of why this is appropriate and seek their consent.

6.9 Some young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the young person and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an EHC assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

6.10 Pupils placed on the 'SEND Register' will be recorded through BN1 Arts management information system

7. Exiting the SEND Support System

7.1 As part of the review aspect of the Assess, Plan, Do & Review cycle, discussions will be held as to whether the additional support and interventions have been sufficient to enable the young person to 'catch-up' and therefore does not require additional support.

7.2 With the agreement of BN1 Arts and the young person, they may be taken off the SEND Register with no further interventions being required outside of the core offer of BN1 Arts (see section 10 below).

8. Working with Other Agencies:

8.1 In order to ensure that the young people at BN1 Arts receive the best support, we may consult or liaise with external agencies such as CAMHS, Social Care teams, therapy teams or charities. Consent will be sought from the young person prior to looking at these avenues.

8.2 Local Authorities should also provide young people and their families with information about the services available within their area (see 1.3 above).

9. Supporting Students with Medical Conditions & Disabilities

9.1 BN1 Arts recognises that pupils at college with medical conditions should be properly supported so that they have full access to education, including trips and physical activities. Some young people with medical conditions may have a disability or difficulty, and where this is the case BN1 Arts will comply with its duties under the Equality Act 2010. Individual healthcare plans will be put in place at the start of the academic year (or reviewed as required) to support these pupils.

9.2 Some students may also have an EHCP which brings together health and social care needs, as well as

their special educational provision and the SEND Code of Practice 2015 is followed.

9.3 Staff working with students who require medication should also refer to BN1 Arts's Medication Policy.

10. Resources & Core Offer

10.1 BN1 Arts will utilise its own resources to support students. Resources refers to physical aids as well as support staff. BN1 Arts will work closely with the young people and their families as well as the Local Authority to ensure that it has the right amount and type of resources available to meet the SEND and additional needs of the students on an individual needs basis as well as collective needs. A student may also have their own physical resource to support them which they bring to BN1 Arts, such as a walker or wheelchair.

10.2 BN1 Arts employs Learning Support Practitioners to ensure the academic and emotional/wellbeing needs of the students are supported. BN1 Arts will ensure that the appropriate staff are working with the high need students.

10.3 Students are not required to bring any of their own resources, unless it is a physical aid that they depend on which would not be readily available within BN1 Arts. All resources required to complete a learning programme will be provided by BN1 Arts; this includes reasonable adjustment resources such as coloured overlays for those with dyslexia or Irlen's syndrome, and large print resources for visually impaired students. The final decision as to whether a resource would be a reasonable adjustment is with the Send Manager

10.4 BN1 Arts is not specifically designated for one type of SEND – students with a multitude of different needs are welcome so long as BN1 Arts can support their SEND. This may include, but not limited to, young people with ASC (Autism Spectrum Condition), ADHD, speech & language needs, physical disabilities, mental health needs, emotional wellbeing and anxiety, visual impairment, hearing impairment or multi-sensory impairment. Each individual need will be assessed upon referral. Students aged 16-18 without SEND are also invited to apply for a course too.

10.5 BN1 Arts will ensure the staff are given the appropriate training in order to support the needs of the young people. This may be specific for an individual student (e.g. medical support) or generic for a cohort such as ASC (Autism Spectrum Condition) awareness.

11. Working with Young People and their Families

- 11.1 The SEND Code of Practice, Children & Families Act and BN1 Arts ethos promotes a young person-centred approach to learning which means having regard to the wishes and feelings of the young person. All decisions will be made in accordance with the wishes of the young person unless there is a safeguarding issue which prevents the wishes of the young person being put first.
- 11.2 BN1 Arts will actively seek the involvement of parents in the education of their children, so long as the young person has consented (especially if they are over 18). It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 11.3 In any instance where a young person does not wish to have their parents involved, the Send Manager and the Designated Safeguarding Lead (DSL) will have a discussion as to whether there is or could be a safeguarding concern. The SEND Code of Practice allows all young people to have a voice in how they are supported and BN1 Arts must have regard to those wishes. Young people over the age of 16 have the right to make representations and decisions about their future, even if it is perceived that the decision may not be wise.
- 11.4 Where there are concerns around capacity, a consultation will take place with an appropriate support service (such as Social Services).

12. Storing & Managing Information

12.1 In line with the General Data Protection Regulations (GDPR) and Data Protection Act 2018, all information relating to students SEND is stored securely and accessible to only those who require access to it. Please see BN1 Arts' Data Protection Policy for further information.

13. Accessibility

- 13.1 This SEND Policy also includes BN1 Arts' accessibility plan.
- 13.2 BN1 Arts recognise that accessing the course could be more difficult for students with SEND, such as physical disabilities or sensory impairments. Those students who are physically unable to complete their work are supported through the means of alternate recording, such as using a scribe or the use of video evidence via a professional discussion. No student will be omitted from an activity due to a physical or sensory barrier to their learning.

13.3 If a student requires a particular piece of software, such as JAWS or Dragon Dictate, then BN1 Arts will assess the requirement and ensure that appropriate steps are taken to access the software or appropriate equivalents.

13.4 Physical Environment – in line with BN1 Arts' Health & Safety Policy, the environment must take into account the needs of the students. Those with mobility or physical difficulties may need support in navigating the FE Centre or ensuring that all physical obstructions are removed. Staff will be mindful not to make changes to the environmental set up unless absolutely required and not without first supporting any visually impaired students.

13.5 Students with sensory impairments will have the learning environment adapted to include, for example, braille room signs, cushioned table edges, seating arrangements, etc). This information will be taken from their EHCP's.

13.6 At BN1 Arts Vantage Point campus, there is disabled ramp access at the main entrance, and at the rear of the building

13.7 Individual risk assessments or healthcare plans are created for learners who have a disability or medical needs where specific actions may be required. This includes individual PEEP's (personal emergency evacuation plans) in the event of a fire. These will be created at the start of the academic year.

13.8 Information – in line with the GDPR and Data Protection policy, subject access requests can be made to the Data Protection Officers in writing. Please see BN1 Arts' Data Protection Policy for further guidance.

14 Behaviour

14.1 The SEND Code of Practice specifies that poor behaviour cannot be classified as a type of SEND.

Bn1 Arts will always endeavour to support a young person who presents with challenging or persistently disruptive behaviour through mentoring or wellbeing sessions with the view of trying to establish what may be causing the poor behaviour.

14.2 Students who have an EHC Plan are not exempt from Bn1 Arts' disciplinary policy. However, the Bn1 Arts Senior Leadership Team will always have regard to the needs of an individual student and will take into consideration those needs prior to making any decision.

14.3 BN1 Arts will only utilise withdrawal from the course as an absolute last resort and if a student with an EHC Plan is at risk of this, then an early annual review will be convened with the young person, their parents/carers and ideally a representative of the Local Authority. The support that the young person receives will be reviewed to see if the root cause for their behaviour stems from any other difficulties

they may be masking.

14.4 BN1 Arts will use its own resources to support a young person outside of the college if it is identified that they pose a risk to themselves or others by being in BN1 Arts. This will always be a short-term intervention with the view of trying to re-engage the young person back into the learning environment.

15 Complaints

15.1 Please refer to BN1 Arts' Complaints Policy for details

15.2 If young people and parents/carers are not satisfied that their complaint has been effectively dealt with by the BN1 Arts hierarchy, including any appeals process, then parents and young people are encouraged to speak to their appropriate Local Authority representative for further guidance.