

Special Educational Needs

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (06.2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Thomas Rotherham College SEN Policy - updated 2025

The name of the Head of Faculty-Learning Support and Student Wellbeing/SENCO is Mrs Susan Miles.

Qualifications held:

Susan holds BA Honours undergraduate degree in Cultural Studies, PGCE and QTLS (Post 16) and a level 7 Diploma in Psychometric testing for Educational Purposes. Susan also has a Trinity TESOL Teaching Certificate and a Level 5 Diploma in teaching ESOL.

Susan is a Head of Faculty in the college but is not a member of the Senior Leadership team. The key advocate of SLT for SEN is: Emma Shakespeare

College's ethos:

'A tradition of achievement – a future of opportunity' Thomas Rotherham College.

Together, within this multi-academy trust, we will work together to Inspire Learners to Achieve: for today, for tomorrow and into the future.

Identifying Special Educational Needs.

At Thomas Rotherham College, we recognise that students are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all students through developing an individual support plan (ILP), which is available for all teachers.

We recognise that there are many factors such as;

- Disability (The SEND Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

that may impact upon progress and attainment, however, should not be classified as a SEN.

The SEN Code of Practice (2014) states that "A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age."
(p.94)

The Code Of Practice outlines four broad areas of need that should be planned for by the college. The purpose of identification is to work out what action the college needs to take and should not be used to fit a student into a category. In practice, individual students often have needs that cut across all of these areas and students' needs may change over time.
(SEN Code of Practice, 2014)

The Code of Practice (DfE, 2014) describes the broad areas of need as:

Communication and interaction

- Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may

change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Colleges should have clear processes to support young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other students.

Sensory and/or physical needs

- Young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Young people with an MSI have a combination of vision and hearing difficulties

- Young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(SEN Code of Practice, DfE, 2014: 97-98)

It should be noted that slow progress and low attainment do not necessarily mean that a young person has SEN and should not automatically lead to a young person being recorded as having SEN. However, they may be an indicator of a range of more specific learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

It is also made clear in the new SEN Code of Practice that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. (page 96)

The Faculty of Learning Support and Student Wellbeing

Students who disclose an LLDD (Life-long Learning Difficulty or Disability) at college application level will automatically be offered and have access to a support package of provision including acquisition of a personalised keyworker and in receipt of all the support mechanisms within the faculty in order to meet their potential. This can include reasonable adjustment requirements, differentiating accessing to curriculums, literacy and numeracy support and specialised support concerning the identified areas of SEND as above.

Prospective students that disclose specific support needs during the application process are invited into college for a transition day to familiarise themselves with the college site and staff, the support available alongside the expectations of being a Thomas Rotherham College student.

Students who don't disclose an LLDD/SEND area of need at application are encouraged to disclose their concerns/worries around their learning needs primarily to their subject teachers and their allocated progress tutor in college. Teachers are then able to make referrals to the Faculty of Learning Support and Student Wellbeing following the implementation of differentiated cycles of a graduated response to investigate the student's concerns. Upon a successful referral to the faculty, these students will receive a similar package of support upon which their personalised keyworker will conduct a graduated response in line with SEND cycle to determine an appropriate amount of time to access the faculty's support mechanisms.

The Faculty of Learning Support & Student Wellbeing work closely with teaching staff to ensure that support is underpinning a students' study programme and that suitable strategies are adopted in the classroom environment, to enable full access to the curriculum.

Thomas Rotherham College undertakes robust methods of Quality Assurance of the teaching that student's access. Those at risk of underachievement are highlighted via regular and rigorous data assessment points. Appropriate support strategies are then put in place to meet the student's support need. If a teacher has concerns of an underlying SEN

difficulty, they will, as above, carry out cycles of a graduated response to investigate whether an SEN need may be present.

All members of teaching staff undergo annual training in respect of appropriate strategies to put in place, to adhere to the SEN Policy. All staff are encouraged to continue their own professional development and identify any training needs. Dialogue between all professionals in college is key to ensuring that any needs are identified.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants. It is always the case that high quality teaching and differentiation is the first step in responding to students who may or have SEN.

The decision to allocate special educational resources will always be in consultation with the teacher, the SENCO and students dependent upon the student's need. This process will consider all of the information gathered from within the curriculum, about the student's progress, alongside national data and expectations of progress.

Support for Students and Families

The SEN Code of Practice states that Local authorities must publish a Local Offer, which sets out in one place, information about the provision that they expect to be available across education, health and social care for young people in their area, who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up to date information about provision that is available and how to access it, plus to make the provision more responsive to local needs by involving all key stakeholders in its development and review.

The Local Offer can be found by visiting this website:

<http://www.rotherhamsendlocaloffer.org/>

Thomas Rotherham College has a statutory duty to provide a SEN Information report. This can be found on the college's website.

Thomas Rotherham College will liaise with outside agencies, where appropriate, to provide a full package of support for the family and pupil.

Students that have identified that they have had previously had access arrangements with regards to public examinations, and based on a clear history of need, as indicated in the most recent publication of the JCQ booklet for Access Arrangements will be assessed to ensure the eligibility of entitlement.

Students that have not previously had access arrangements are encouraged to speak with their subject teachers about their concerns around examination access. Teachers are to investigate the disclosed difficulties and offer appropriate supportive strategies. Referrals regarding teacher/student concerns around examination access are subjected to the same graduated response (as above) of at least 2 cycles of a graduated response before a learning need referral can be made to the Faculty of Learning Support & Student Wellbeing for consideration of appropriate next steps of support.

Supporting Pupils at School with Medical Conditions

At Thomas Rotherham College, we recognise that students at college with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have Special Educational Needs and they may have a Statement of SEN, or Education Health and Care Plan (EHC) which brings together health and social care needs as well as their SEN provision. In these circumstances, the SEN Code of Practice is followed.

Students' medical needs are met through the college's policy on managing medical conditions of pupils. A copy of this Policy is available upon request.

Monitoring and Evaluation of SEN/D

It is recommended that the SEN Policy is reviewed annually, and Thomas Rotherham College will review its Policy under these recommendations.

Thomas Rotherham College will contribute to the Local Offer that the Local Authority is required to publish. As part of this Thomas Rotherham College will review and update its contribution at least once a year or sooner if deemed appropriate to.

The SEN report will be published annually. Its contents will be reviewed annually, and impact noted.

Training and Resources

Thomas Rotherham College receives funding directly to the college from central government to support the needs of learners with SEN. Thomas Rotherham College also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available at the college.

All teaching staff and full team of Progress Tutors receive annual training and system updates from the SENCO (Susan Miles) and members of the Faculty of Learning Support and Student Wellbeing. Additional training needs of staff are identified through both quality assurance practices and a staff development programme.

It should be noted that all staff are responsible for identifying their own training needs and seek support/advice as appropriate, whether this be from the SENCO and/or other staff with areas of expertise.

The Head of Faculty of Learning Support and Student Wellbeing/SENCO (Susan Miles) will regularly attend the Local Authority's network meetings in order to keep up to date with local and national updates in SEND. This identifies appropriate timing to update staff on new policies/practice to meet the emerging needs of students.

Role and Responsibilities

The school employs Higher Level Teaching Assistants and Learning Support Assistants. Their ultimate role is to provide additional support to ensure that students with additional educational needs are included. The SENCO is responsible for overseeing their deployment across the college.

Thomas Rotherham College's safeguarding team is as follows:

Nicola Cox – Assistant Principal, Designated Safeguarding Lead and Designated Teacher for Looked After Children.

Susan Miles – SENCO

Louisa Kelly – Deputy Designated Safeguarding Lead

Students with medical needs are supported via the First Aid and attendance team in school and in conjunction with the SENCO where appropriate.

Storing and managing Information:

Please refer to our Data Protection Policy with regards to how we store and share information.

Reviewing the Policy:

The Policy will be reviewed every 3 years.

Accessibility

All colleges are required to produce accessibility plans.

The Accessibility Plan is available upon request.

Complaints

The college works wherever possible in close partnership with parents and carers to ensure a collaborative approach to meeting student's needs. All complaints are taken seriously and heard through the college's complaints procedure.

Bullying

The college has a zero-tolerance approach to bullying. It will actively work with all parties to ensure that no pupil feels unsafe at school.

As a college we work hard to ensure that unacceptable behaviour is challenged and as a college re-tracking work is carried out with students to ensure that they have time to examine the consequences of their behaviour.

The college's bullying Policy is available upon request.

Policy Review Frequency	Every 3 years
Policy to be approved by	Safeguarding committee
Date of Review	January 2026
Key Updates at latest review	• Page 4 – The Faculty of Learning Support and Student Wellbeing section expanded: LLDD disclosure process, personalised keyworker, graduated response cycles, transition day. • Page 5 – Access arrangements clarified: reference to latest JCQ booklet; minimum two graduated-response cycles before referral. • Page 6 – Training section updated: annual training for all teaching staff and Progress Tutors; QA and staff development used to identify needs. • Page 6 – Safeguarding roles revised: Assistant Principal now also Designated Teacher for LAC; HoF TRThrive listed as SENCO only.
Approved by Chair	
Next Review	January 2029
Lead Professional / External Review	Susan Miles, Head of Faculty TRThrive Learning Support (SEND)
Communication	• Policy Acceptance via HR System • College website
Document Location	Policy Acceptance, Every Compliance System
HR Officer / PA	Katie Holland