



New River College SEND policy 2025-2026

Contents:

1. Principles
2. Aims
3. Legislation and guidance
4. Definitions
5. Roles and responsibilities
6. SEN Information Report
7. Identification and review of pupils' needs
8. Assessing and reviewing pupils' progress towards outcomes
9. Levels of support
10. Our approach to teaching pupils with SEN
11. Evaluating the effectiveness of SEN provision
12. Partnership with external professional agencies
13. Engagement in Activities
14. Complaints
15. Evaluating the effectiveness of the policy
16. Monitoring the policy

1. Principles:

New River College's Policy for Special Educational Needs and disabilities (SEND) is underpinned by the following principles:

- To ensure that students with special educational needs are identified, assessed and provided for via a broad, balanced and differentiated curriculum which ensures progression and is appropriate to age, ability and aptitude
- A commitment to ensuring the highest possible quality of educational provision for all children with Special Educational Needs.
- That all children must have equality of opportunity within the full range of the service's provision
- That Parents/Carers are equal partners in the education process and must be offered the opportunity to participate in discussion and action plans for their child.
- All relevant adults will take corporate responsibility for the appropriate provision for pupils with Special Educational Needs

New River College take safeguarding seriously, especially in regards to pupils with SEND. We will always refer to the appropriate services as needed.

SEN Specialisation

New River College specialises in provision for pupils with medical and Social, Emotional and Mental Health needs. It also provides for pupils with Attention Deficit Hyperactive Disorder, Autism Spectrum Condition, Specific Literacy difficulties and other mental health related needs including social anxiety, Emotional Based School Avoidance, depression.

2. Aims

Our SEND policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with Special Educational Needs and Disabilities
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Support our pupils to have successful transitions into different educational provisions and into post-16 education, employment or training
 - Communicate with pupils with SEND and their parents and carers and involve them in discussions and decisions about support and provision for the pupil
 - our school ethos with regard to inclusion and supporting children and young people with Special Educational Needs and Disabilities

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy will contribute to the objectives by informing practice and culture in New River College. It will provide a reference framework for students, Parents/Carers, staff and leadership teams and its periodic review will drive the improvement of SEN provision on student outcomes and inclusion.

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 schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' 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 school's duties to make reasonable adjustments for pupils with disabilities
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

4. Definitions:

4.1 Special educational needs

A pupil has SEN if they have a need 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 schools

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 schools.

The four areas of need are:

- Communication and interaction
- Cognition and learning behaviour
- Emotional and social development
- Sensory and/or physical needs

5. Roles and Responsibilities:

5.1 The SENCO

Each of the three sites has a named SENCO. Alongside this, Karen Galvin is the designated named SEN Lead across all three sites, with a role in the strategic oversight and support for SEND provision.

Primary – Karen Galvin

Secondary – Matt Rogers

Medical – Felicity King (currently on maternity leave)

The SENCO's responsibilities include:

- Working with the Executive Leadership Team, SEN Lead and the Co-Heads of Centre to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- 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 pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the executive headteacher and leadership team, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

5.2 SEND link Governor

The SEND link governor is [insert name and contact details].

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Executive headteacher and SEN Lead to determine the strategic development of the SEND policy and provision in the school

5.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the SENCOs, SEN Lead and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO, SEN Lead and school governors to make sure the school 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 pupils with SEND, and their progress
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

5.4 Class teachers:

Class teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- the progress and development of every pupil in their class
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Communicating with parents regularly to:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school
 - o Listen to the parents' concerns and agree their aspirations for the pupil

5.5 Parents and Carers

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

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

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress
- Parents/Carers of pupils are surveyed annually to obtain their views in order to maintain the high standards of service provided

The school will consider the views of the parent or carer in any decisions made about the pupil.

5.6 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Where appropriate, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

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

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

6. SEN Information report

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

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

7. Identification and review of pupils' needs:

All students entering the service are identified as being on school support (K Code).

Students with SEN are identified and monitored through:-

- previous school records
- additional findings from the Baseline Assessment process carried out on each site
- Current assessment test results
- National Curriculum attainment
- Records – medical, academic etc from other agencies and settings
- Concerns expressed by Parents/Carers, teachers, other adults or the pupils themselves

These students are placed on the centre's provision map, and over the course of their integration into the service, data continues to be collected to inform requirements for additional provision

All adults working with a pupil with an Education Health Care Plan will be aware of the objectives of the Education Health Care Plan and the targets set to achieve progress towards these objectives

All adults working with the pupil will be made aware of any special educational needs prior to the pupil attending lessons

Pupil Passports will be formulated from the evidence available from the initial assessment, previous school records and, where applicable, the pupil's Education Health Care Plan and contributed to by all relevant adults and the pupil him/herself

Identification of students with SEN also takes place by teachers who subsequently inform the SENCO who is then able to look in detail at individual student cases to make a decision, or refer to external professionals for advice.

The SENCO has a programme for ongoing observation and assessment of students and teaching. Feedback is provided to teachers, Parents/Carers and students about student progress and achievement on the outcomes of this programme.

The SENCO is also available for contact by Parents/Carers whom are concerned about their child's progress.

8. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;

- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

9. Levels of support

School-based SEN provision (K)

All pupils at NRC are identified as receiving SEN School Support and all are placed on the SEND Provision tracker. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. All pupils will have termly structured conversations with parents and carers, led by teaching staff. All pupils supported through SEN Support have a pupil passport.

Education, health and care (EHC) plan

All pupils with an EHCP will have their plan reviewed at least annually, but more frequently should the necessity arise. Progress towards outcomes on the plan will be assessed and discussed, with time allocated to discuss the yearly targets established to meet those end of Key Stage outcomes. Day to day provision is also discussed. The review for pupils with an EHCP plan in Year 9 and above will have an agenda item of transition to Post-16/adulthood, recognising the importance of this transition. For each annual or interim review, the SENCO will seek advice and views from the pupil themselves, parents/carers, teachers, learning support assistants, engagement mentors and other professionals working with the child.

10. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. We make the following adaptations to ensure all pupils' needs are met within whole-class teaching:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, hands-on and visual resources, as well as staff support
- Using recommended aids, such as visuals, communication aids, laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Parents/Carers are encouraged to be partners in the learning process for their children.

Advice from other professionals and supporting agencies both within the service and externally will be used and supporting agencies will be used as appropriate to enhance the pupil's access to the curriculum. Pupils on each site are encouraged to accept their share of responsibility in their learning and feel involved in setting targets and reviewing progress.

All adults working with the pupil have access to the Pupil passports and are aware of the targets set.

The SEND Information Report outlines the targeted interventions which may be included in a child's pupil passport.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Termly structured conversations with parents/carers and pupils, reviewing progress made and next steps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

12. Partnership with external professional agencies

New River College works closely with an extensive range of external services as part of our Team Around the School.

- Child and adolescent mental health services (CAMHS)
- Speech and language therapists
- Educational psychologists
- Early help teams
- Outreach teams such as Samuel Rhodes Outreach, The Bridge Outreach
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners, psychiatrists, paediatricians or other medical professionals
- School nurses
- Education welfare officer

- Social services
- TYS
- Youth Justice service
- Mentoring organisations

13. Engagement in Activities

All SEN students have equal access and are integrated into all available school activities.

14. Complaints

There is a formal complaints procedure which Parents/Carers may follow. Please see the policy on complaints on our website:

15. 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.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils individual SEND needs are identified
- Pupils' progress and attainment once their specific SEND needs have been identified
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

16. Monitoring the policy

This policy will be reviewed **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 board.