Greenhead College Corporation

SEND Policy

Reviewed June 2026

Policy Holder(s):	*Assistant Principal Student Support & Welfare (SEND and Inclusion)/Additional Learning Support Manager*
Date drafted:	*June 2026*
Date accepted by the Corporation:	*6/7/26*
Date Impact Assessed by Policy Holder(s):	*June 2026*
Date of next review:	*June 2027*
To be reviewed by:	*Assistant Principal Student Support & Welfare (SEND and Inclusion)/Additional Learning Support Manager*

"This policy has been impact assessed to ensure it complies with all aspects of Diversity and Inclusion. Members are reassured that this policy is compliant with current equality legislation".

1. Introduction

At Greenhead College every person matters, we are committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all our learners, whatever their learning needs or disability. We aim to create a safe space to grow and flourish in which individuals feel valued and fulfil their potential for academic, moral, social and physical development. Our vision for young people with Special Educational Needs and Disabilities (SEND) is that they pursue excellence and achieve the very best they can from their education to lead happy, healthy, independent and rewarding lives.

The SEND Code of Practice (2014) defines a disability as "…*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".* Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

This policy is informed by the following legislation and statutory framework: the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), the Children and Families Act (2014) and the Equality Act (2010). The policy should be read in conjunction with the following guidance, information and policies:

- The Diversity and Inclusion Policy
- The Safeguarding Policy
- The SEND Information Report
- The Online Safety Policy
- The Admissions Policy
- The Support to Study Policy
- Student Re-engagement Policy and Procedure

In accordance with the overarching principle of the SEND Code of Practice (2014), this policy has been co-produced with the following people:

- Assistant Principal Student Support & Welfare (SEND and Inclusion)
- Additional Learning Support Manager
- Governor responsible for SEND

2. The Objectives of the SEND Policy

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for young people who have SEND and additional needs.
- To ensure that parents/carers have a clear understanding of how the College supports young people with SEND, and their involvement in this.
- To provide an appropriately qualified professional in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND young people; every teacher is a teacher of SEND. Teaching and supporting students with SEND is the responsibility of the whole College and requires a collaborative and inclusive approach.
- To ensure that learners with SEND have access to all College activities, as far as is reasonably practical, which relates to the needs of the students.
- To promote effective partnership and involve outside agencies where appropriate.

- To involve the young person in the process of identification, assessment and provision.
- To ensure that the young person is aware that their wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To ensure that young people with SEND can participate in College activities, together with those who do not have SEND.

3. Contacts

Assistant Principal Student Support & Welfare (SEND and Inclusion)

Claire Parr – cparr@greenhead.ac.uk

Additional Learning Support Manager

Abbie Nichols – anichols@greenhead.ac.uk

4. Role of the Additional Learning Support Manager

- To oversee the provision and progression for students with SEND
- To oversee the assessment process for students requiring Access Arrangements and specialist support
- Collate information for SEND students from application forms, interviews, inclusive learning questionnaires and student disclosures whilst at college ~~and school visits~~
- Liaise with and advise colleagues on all matters relating to SEND
- Organise and maintain the records of all SEND students
- Liaise with parents/carers of SEND students
- Contribute to the continuing development and training of College staff
- Liaise with external agencies as appropriate in order to promote achievement in SEND students
- Liaise regularly with the Assistant Principal Student Support & Welfare (SEND and Inclusion)
- Oversee the Additional Learning Support Team

5. Admissions

The College accepts learners with a wide range of special educational needs and disabilities provided they meet the College entry requirements. Every effort is made to meet individual needs and we employ our best endeavours to ensure that all students have equal access to the opportunities and experiences offered. Our Diversity and Inclusion Policy can be viewed on the College website. Special educational provision will apply to any student disclosing a SEND, regardless of whether or not the student has an Education, Health & Care Plan (EHCP).

6. Identification, Disclosure, Assessment and Provision

Identification

The High Needs Provision Manager is regularly invited to year 10 and 11 assessment reviews for pupils with SEND and has an established link with C&K Careers service. The Additional Learning Support Team invite vulnerable year 11 pupils to a pre-induction event in July to ensure we have everything in place for a successful transition. The event also helps to alleviate any concerns and familiarise themselves with the College environment. Students who disclose a medical condition or learning difficulty during the application or interview process are invited to complete an inclusive learning questionnaire, enabling us to better understand and support their individual needs.

Disclosure

The application form provides the first opportunity for students to disclose any additional needs. We want the College experience to be both rewarding and successful and actively encourage students to be completely open about their individual needs. The more information we have at point of application, the better we can plan ahead and prepare an appropriate support plan.

Further opportunities for disclosure exist:

- During the application process
- During the college interview
- During the enrolment process
- During the induction process
- During individual 1:1 meeting with tutors
- Via the Exams Manager
- When arranging field trips
- At any point during the course

Assessment

A member of the Additional Learning Support Team will meet with you again after enrolment to ensure that:

- Your individual needs are identified
- Your teachers and tutor know about your requirements
- Suitable provision is made to meet your needs
- There is liaison with outside agencies if appropriate

Assessment for literacy difficulties is provided by specialist staff trained in educational testing and will not impact on curriculum time. If the proposed assessment proves conclusive, this will provide core evidence to support online application to the relevant authorities (JCQ) for Access Arrangements due to Cognition and Learning difficulties. It should be noted that this assessment is undertaken for educational purposes only and in no respect indicates a diagnosis of an underlying Specific Learning Difficulty.

Provision

When you start at College there are many sources of help available and these provisions are clearly outlined in the SEND Information Report on the College website. Examples of the support which might be offered are:

- One-to-one weekly support

- Mentoring
- In class support
- Access to academic skills support
- Counselling, CBT or life coaching
- Specialist teaching (Dyslexia and ADHD)
- Access to social groups
- Access to quiet areas to spend study periods

7. Physical Access

Although it is still difficult to reach a small number of rooms, specialist teaching rooms are fully accessible; the whole curriculum is available to all students. Copies of the site plan, which indicate the location of lifts and accessible toilet facilities, are available on request. Lifts are installed in blocks and reserved parking bays are available by prior negotiation.

8. Supporting students at College with Medical Conditions

At Greenhead College we recognise that students with medical conditions should be properly supported so that they have full access to education, including; The Enrichment Programme, Step into your future week and College trips. Some students with medical conditions may be disabled and where this is the case the College will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Educational Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

9. Supporting Students and Families

We aim to work in partnership with our parents and families and to ensure that, where appropriate, they are fully informed about all matters relating to their son/daughter's SEND. Our SEND information report is on our website and is updated regularly, and we guide parents towards the Local Authority (LA) local offer for information about wider services.

10. Monitoring, Review and Record Keeping

As stated within the SEND Code of Practice (2014) "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people… Special educational provision is underpinned by high quality teaching and is compromised by anything less". Subject teachers are responsible for the progress and development of young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. Any intervention and support does not replace high quality teaching.

The effectiveness of the support put in place and its impact on the progress of students is monitored regularly. Those learners who hold an EHCP are reviewed regularly and an annual meeting is held with the appropriate Local Authority invited. The College is fully committed to the SEND Code of Practice and its recommendation of a 4 part cycle model (Assess, Plan, Do, Review).

Assess

In identifying a student who requires SEND support an assessment of the student will be undertaken. This assessment will draw on previous progress, attainment and feedback from subject teachers. In some cases, outside professionals from health or social work may be involved with the student. These professionals are encouraged to liaise with the College to help inform assessment. The College communicates with parents/carers whenever appropriate.

Plan

Where it is decided to provide a student with SEND support the student will be notified and, if appropriate, the parents/carers will also be notified. All teachers, personal tutor and support staff who work with the student will be made aware of the needs, the desired outcome, the support provided and any teaching strategies or approaches that are required. This information is recorded on the college information system.

Do

The subject teachers remain responsible for working with the student on a daily basis, using differentiated techniques or strategies outlined in the plan. Every young person on SEND support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Where further personalised 1:1 support is needed, students are offered mentoring with a member of the Learning Support Team. Here targets and outcomes are set where the views of the student, including their personal goals and aspirations, are taken into account. The Additional Learning Support Team provides support to teaching staff and can offer advice on strategies used in the classroom. In addition, the Additional Learning Support Team provides small group work and workshops which support key dates within the academic year.

Review

The effectiveness of the support and interventions and the impact on student progress is reviewed regularly and documentation on the internal information systems updated in light of this review. We actively encourage our students to self-assess and become reflective about their own practice to develop their own targets.

Record Keeping

If a student discloses that they have a special educational need, disability or medical issue their details and information is kept securely on the Additional Learning Support Database, along with any further information around the condition. This information is restricted to the Additional Learning Support Department. Appropriate information including a learner flag (categorisation of need), implications for teaching, medical information and access arrangements is available for all teaching and support staff.

11. Monitoring and Evaluation of SEND

The Governing Body are kept fully informed of information and changes in SEND provision and practice. The Additional Learning Support Manager meets, at least once a year, with the Governor responsible for SEND to discuss updates and initiatives. Both quantitative and qualitative indicators also provide evidence of the impact of this policy:

- The annual success rates for SEND students

- Post 18 progression data
- Individual tracking through progress grades and monitoring records
- Student feedback
- Parent feedback

12. Reviewing the Policy

In light of the legislation changes this policy is currently reviewed annually.

13. Dealing with complaints

If you wish to make a complaint, your tutor is the first person to contact. However, you and your parents are always free to contact the Principal or the Deputy Principal.

If the problem is still not resolved, you have the right to take your complaint to the Chair of Governors and still further to the Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds with SEND. Contact details are available from within College.

Greenhead College Corporation

Impact Assessment

SEND Policy

Reviewed June 2026

Policy title:	SEND Policy
Policy Holder:	Abbie Nichols, Additional Learning Support Manager

Policy Holder:	*Additional Learning Support Manager/ Assistant Principal Student Support & Welfare (SEND and Inclusion)*
Date Impact Assessed by Policy Holder:	*June 2025*
Date of next review:	*June 2026*
To be reviewed by:	*Additional Learning Support Manager/ Assistant Principal Student Support & Welfare (SEND and Inclusion)*

EIA Date: June 2025

Main aims and purpose of the policy:
Greenhead College is committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our learners, whatever their learning needs or disability. We aim to "provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social and physical development..." Our vision for young people with Special Educational Needs and Disabilities (SEND) is that they achieve the very best they can from their education to lead happy, healthy, independent and rewarding lives. The policy is written in compliance with The Special Educational Needs and Disability Code of Practice 0-25 years (2014) The Children and Families Act (2014) and the Equality Act (2010)

Type of policy connect to EIA:

- **Proposed new policy**
- **Undertaking a review of an existing policy**
- **Other (please state):**

Please identify any potential impacts that the policy or development of this policy could have, on any of the equality grounds identified below.

Equality Ground	Identified Impact
Age	The policy is consistent in its approach to young people with special educational needs and disabilities. Please note that the policy reflects the student age range we cater too and the SEND Code of practice 0-25yr (2014).
Disability	The policy is consistent in its approach to young people with special educational needs and disabilities. The policy directly impacts this protected characteristic positively.
Gender (including gender identity)	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of gender.
Marriage and civil partnership	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of marital or civil partnership status
Pregnancy and maternity	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of pregnancy or maternity.
Race	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of race.
Religion or belief	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of religion or belief.
Sex	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of sex.
Sexual Orientation	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of sexual orientation.
Social / Health Inequalities	The policy is consistent in its approach to young people with special educational needs and disabilities regardless of social status/health inequalities.

Select one of the four outcomes below to indicate how the development/implementation of the policy will be progressed and state the rationale for the decision.

Outcome 1:	**No change required – the assessment is that the policy is/will be robust and/or promotes Diversity and Inclusion.**	■
Outcome 2:	**Adjust the policy – this involves taking steps to address any adverse impacts before the policy has been developed.**	☐
	Outline these steps:	
Outcome 3:	**Continue the policy while mitigating against any potential adverse impacts.**	☐
	Outline how these adverse impacts can be mitigated against:	
Outcome 4:	**Immediate referral to SLT/Governors, as there are adverse effects which cannot be prevented or mitigated against.**	☐

Details of further steps (if required)	