

## SEND Policy

Within our local community exists many disadvantaged, deprived and often excluded people who have a wide range of additional needs that we aim to address and barriers to learning that we aim to remove. Rotunda Ltd aims to ensure that the needs of learners with SEND are accurately identified and the relevant support measures are put in place to enable everyone to access our services. To this end, we aim to:

- Ensure access to a broad, balanced, relevant and differentiated curriculum, whatever the ability, gender, ethnic origin, faith, social background, special educational need or disability of learners, enabling all learners to gain mastery of this curriculum;
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all learners, including those with SEND in order to ensure that at least expected progress is made by all learners across the curriculum;
- Make sure that additional support and resources are well targeted and meet the needs of individual learners;
- Assess learners accurately, track their progress regularly and adjust provision in the light of ongoing monitoring;
- Continuously monitor and evaluate the effectiveness of provision for all learners, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money;
- Ensure appropriate use of the expertise of external agencies;
- Ensure policy and procedures of Special Educational Needs are known, understood and followed by all members of staff accordingly.

Our objectives are:

- To identify and provide for learners who have special educational needs and disabilities at the earliest opportunity, meet their needs, and review their progress regularly;
- To work within the guidance provided in the SEND Code of Practice 2014;
- To promote learner's self-esteem and emotional health and well-being, and help them to form and maintain meaningful relationships based on respect for themselves and others;
- To provide support, appropriate training and advice for all staff working with learners with Special Educational Needs and Disabilities to ensure

that every teacher is a competent teacher of every learner, including those with SEND through well-targeted and continuing professional development;

- To develop and support the role of the SENDCO to work within the SEND Policy by completing exemplary and up to date training and, in turn, providing support and advice for all staff working with learners with SEND;
- To map provision across Rotunda to ensure that staffing deployment, resource allocation and choice of intervention is leading to exemplary learning outcomes for all;
- To work in cooperative and productive partnership with Local Authorities and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners.

### **Definition of Special Education Needs:**

A person has Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. The 2014 SEND Code of Practice states that an individual 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 preventing or hindering use of the educational facilities of a kind generally provided for others of the same age in training providers or other mainstream post 16 institutions.

### **Identification, Assessment of and Provision for Learners with SEND**

Rotunda will work closely with referral agencies to ensure that all information held on learners who have additional needs is provided upon enrolment to a programme at the college.

There should not be an assumption that all learners will progress at the same rate. A judgement will be made in each case as to what it is reasonable to expect a particular learner to achieve. Where progress is a concern, it will be necessary as a first step to take some additional or different action to enable the learner to learn more effectively. Whatever the level of the learner's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the learner and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the learner's previous rate of progress;
- Ensures access to, and mastery of, the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills.

Exemplary classroom provision is the responsibility of the teacher in line with excellence in the curriculum, which involves:

- We use a multi-modal approach to learning which puts the learner at the centre making the decisions around their learning experience. Within this we can offer face to face or remote learning at a time which suits the learner and in a manner of their choosing;
- Careful planning which takes into account the needs of all the learners;
- We have members of our education team who have lived experience of SEND and are able to fully understand its implications and how to engage people with additional support needs;
- Teachers gaining appropriate professional development to equip them to teach learners with particular needs;
- Strategic help, with the teacher designing tasks for learners who need more input or guidance and the use of specialist support;
- Work in collaboration with support services who provide mentors, chaperones and classroom support staff;
- Work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources;
- Special consideration from awarding bodies about extensions and additional time to complete examinations;
- Regular assessment of progress and attainment which informs future intervention.

Rotunda offers a variety of provision for learners with SEND. As a starting point, learners are required to undertake initial assessment so the pace of work and the resources can be tailored to their specific needs.

Additional provisions made include:

- Mentoring;
- Bespoke revision support;

- Learning aids, coloured overlay, differentiated resources
- Reading/spelling/handwriting support;
- One to one sessions;
- Access to a word processor;
- Access Arrangements for in class tests and external assessments;

For learners with a SEND support need, this is communicated to all teaching staff.

Progress reviews are undertaken on termly assessment reviews. Reviews will document the advice and support provided or advised within learner records. If strategies at SEND support show that a learner may need further support to help their progress, the teacher should discuss this with the Education Programme Manager. Records of evidence are vital within this process. This may then lead to a request for statutory assessment of the learner's educational needs.

The Individual Learning Plan sets out the learner's specific learning needs alongside ways in which staff can provide support, and sets appropriate targets for the learner to achieve throughout the course of learning with Rotunda. It also celebrates the achievements of learners.

### **Provision for Disabled Learners**

In accordance with The Children and Families Act of 2014, the College buildings are accessible to wheelchair users. There is a lift, disabled toilets in key locations, ramped access and wide corridors. Evac chairs are placed in stairwells to be used in case of the activation of the fire alarm, and PEPs are completed for all learners who may have difficulties accessing usual exit arrangements.

First aid provision can be found in the reception area and is administrated by trained First Aiders. Prior to starting, there is an opportunity for those with disabilities to arrange a meeting with the Education Programme Manager in order to fully discuss any specialist provision that needs to be prepared.

A tour of the site is often helpful, in order to understand that access to the building is possible and to discuss any adjustments that may need to be arranged.

### **Access arrangements (see access arrangement policy)**

Access arrangements allow learners with special educational needs, learning difficulties, disabilities or temporary injuries to access an assessment. The intention behind many access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. In this way, the College will comply with the duty of the Equality Act 2010 to make reasonable adjustments. We aim to ensure that all learners have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any learning, medical or psychological difficulty they may experience.

Access arrangements reflect the support that is usually given to the learner in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working'; for example, the use of a word processor can be used by a learner if this truly represents a learner's normal day to day method of working. The provision is put in place to address an underlying difficulty such as speed of handwriting, medical condition, physical disability, sensory impairment, planning and organisational difficulties or poor legibility.

The decision to apply for access arrangements by the College is based on evidence of a history of need, history of provision and a specialist teacher access arrangements report.

### **Difficulties unrelated to SEND**

Some learners in the College may be underachieving caused by a poor previous experience of learning or are in need of pastoral support. It is the College's responsibility to identify this quickly and ensure that appropriate interventions are put in place to help ensure these learners are not disadvantaged.

Difficulties related solely to English as an additional language are not SEND. Rotunda assesses all aspects of a learner's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from special educational needs or a disability.

The following concerns may impact on a learner's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Wellbeing
- Welfare rights
- Homelessness
- Addiction

To support our learners, we provide a range of pastoral support services that can provide expert information, advice and guidance such as:

- Our welfare rights team provide support around benefits, housing and debt.
- Our partners such as The National Probation Service, The Women's Turnaround Centre, The Whitechapel, CGL and We Are With You provide support around addiction, homelessness and criminal justice.
- Our on- site counselling service provides one to one person- centred counselling.
- Remote learning post- Covid offer to keep people in education

Rotunda are committed to supporting learners with SEND by assessing their needs, identifying strategies to support, removing barriers to learning and creating opportunity for all.

### Rotunda Policy Review Record

Reviewed by:	Approval date:	Review frequency:	Review date:	Signed:
Maxine Ennis	09/04/2024	Annual	10/04/2025	