

# SPECIAL EDUCATIONAL NEEDS POLICY

## VERSION CONTROL

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## 1. RATIONALE

- 1.1. All staff at The Hive College have shared aims and are committed to ensure that our students, all of whom have SEN are given the opportunity to fulfill their potential, valuing themselves, others and the wider world.
- 1.2. It is crucial that our students have opportunities to be seen in a positive light, not only for their own confidence and self esteem, but also for the education of others. People with scant knowledge of the capabilities of our students and the expertise of our staff need to have specific opportunities to gain an understanding and appreciation of their abilities.
- 1.3. The learning and teaching environment in college is shaped by an excellent understanding of what our students are capable of achieving and by teaching that is focused on their Special Education Needs.
- 1.4. Students are taught to believe that their voice is important in their daily life in college, through the colleges' work with partnerships, agencies and the general public.
- 1.5. Physical access is a crucial part of our college life and is underpinned by multi disciplinary team work. However, the college building and furniture is also constantly being updated in terms of access in a year on year comprehensive programme.
- 1.6. We uphold and indeed champion all requirements and beliefs (both statutory and non-statutory) that parents play a central role in the students education. We are committed to forging strong links between home and college, enabling everyone to do their best for the student holistically.
- 1.7. The Hive College acknowledges that student progress will be at different rates with significant variations in individual achievements. Some students may progress in very small steps and will need much practise with their skills through different approaches and activities.
- 1.8. Some students may require and be given appropriate support in coming to terms with their particular SEN.
- 1.9. Each students has an Education, Health & Care (EHC) Plan followed by an Annual EHC Review. Every student also has an Individual Education Plan (IEP) or Individual Learning Plan (ILP).
- 1.10. The college works very closely with other professionals to ensure that the needs of all students in the college are being met. Representatives from these agencies will be invited to Annual EHC Meetings and other college meetings when necessary.

## 2. AIMS

- 2.1. To ensure that all students are offered full access to a broad, balanced, relevant and challenging education.
- 2.2. To ensure that the culture, practice, management and deployment of resources in the college are designed to meet the needs of all students in the college thus affording equality of opportunity for our students, all of whom have special needs.
- 2.3. To ensure parental involvement.

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- 2.4. To ensure a holistic approach which supports any physical, medical, learning, visual, hearing or Occupational Therapy needs students may have.

### 3. OBJECTIVES

- 3.1. Ensuring each student receives his/her entitlement in terms of curriculum delivery.
- 3.2. Ensuring statutory and non statutory links with parents are actively sought in order to improve knowledge of and provision for each student through enhanced communication and the development of parent groups.
- 3.3. Ensuring that all staff are conversant with the individual special educational needs of each student they work with through the deployment of Key workers.
- 3.4. Providing the opportunities for multi-disciplinary/multi-agency working throughout the college day.

### 4. OBJECTIVES WILL BE ACHIEVED BY THE FOLLOWING:

#### DELIVERING HIGH QUALITY TEACHING AND LEARNING

- 4.1. Deliver a broad, stimulating and challenging curriculum appropriate to the individual student needs.
- 4.2. Ensure that curriculum planning and **all** teaching consider and address the differentiation of, and access to, curriculum activities.
- 4.3. Use appropriate assessment tools to demonstrate progress in all subject areas.

#### SUPPORTING THE STUDENTS EATING AND DRINKING NEEDS

- 4.4. Ensure that all relevant staff know the nature of each students' special needs and how best to meet those needs.
- 4.5. Ensure staff have ongoing Continual Professional Development (CPD) in order to address the wide spectrum of individual needs.
- 4.6. Provide specialist equipment and resources to meet identified individual student needs.
- 4.7. Students to also follow specific programs identified by the college Nurse.

#### GIVING COMMITMENT TO AND ENDORSEMENT OF INTERDISCIPLINARY COLLABORATION AND PARTNERSHIP BETWEEN PROFESSIONALS:

- 4.8. **Communication** – A crucial role is their delivery of CPD in order to work with and train college educators both in the classroom and at discreet meetings to ensure sustainability. Students with access / communication needs, thus have the opportunity to reach their full potential in all aspects of life.
- 4.9. **Physiotherapy** – A Physiotherapist based at The Hive College works with identified students during discreet sessions including hydrotherapy. Resources have also been deployed to ensure students have graded physical management programmes timetabled and delivered by designated welfare, or class staff following regularly updated CPD. The college delivers a comprehensive standing programme delivered by the Physiotherapy and college staff.
- 4.10. **College Nurse** – Staff in college are aware of student medical needs and are involved in meetings with nurses and outside medical agencies to ensure a holistic approach is achieved. Training is given, monitored and updated to identified staff in order to administer medical procedures / medicines, allowing where possible minimal disruption to students learning.

#### GIVING ENDORSEMENT OF AND COMMITMENT TO, PARTNERSHIP WITH PARENTS

- 4.11. Parents/Carers are invited into college regularly to discuss students progress in all areas of their Special Educational Needs.
- 4.12. Parents/Carers are invited to take full part in the Annual Review process and to have an understanding of the students Individual Education Plan and progress towards the targets.

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- 4.13. Systems are in place to help support families in times of crisis particularly in the areas of student health, mobility issues and student bereavement.
- 4.14. The college will provide a home college diary in which parents / carers are encouraged to complete any issues or additional relevant information.
- 4.15. Parents are encouraged to contact college by telephone or letter when necessary. Visits can be made at any time but if parents/carers wish to discuss something specific at length with a member of staff, they are advised to call college first.

### UTILISING THE ANNUAL EHC REVIEWS PROCESS

- 4.16. All relevant personnel including parents are invited to Annual EHC Plan Reviews at which the students progress and future goals and targets are discussed.
- 4.17. All students with IEPs / PLPs (Personal Learning Plans) have their targets reviewed and updated on a termly basis.
- 4.18. Joint reviews will be held wherever possible to encourage a holistic approach to the student's education.