



# William Henry Smith Specialist College

## SEND Policy

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### Policy Details

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<b>Status:</b>	<b>Statutory</b>
<b>Frequency of review:</b>	<b>Yearly</b>
<b>Lead member of staff:</b>	<b>Leanne Clarke</b>
<b>Responsibility of:</b>	<b>Leanne Clarke</b>
<b>Last reviewed:</b>	<b>Summer Term 2025</b>
<b>Next Review Date:</b>	<b>Summer Term 2026</b>
<b>Policy Number:</b>	<b>CWC13</b>

### 1. Policy Statement

The William Henry Smith Specialist College (WHSSC) is committed to delivering high-quality, inclusive education and support to **learners aged 16–25** with Special Educational Needs and Disabilities (SEND), specifically those with social, emotional, and mental health (SEMH) needs.

The organisation understands the needs of **young people** through the lens of trauma and neurodivergence. This policy outlines how the College implements and monitors SEND provision in accordance with current legislation and guidance.

## 2. Legislative and Regulatory Framework

WHSSC adheres to key legislation and guidance, including:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015) (The SEND Code of Practice 2014 is also referenced in the sources).
- Equality Act 2010
- Disability Discrimination and Equality Act (as amended by the SEN and Disability Act 2001)
- Human Rights Legislation
- DfE and ESFA statutory and non-statutory guidance for post-16 education providers
- Ofsted Education Inspection Framework (EIF)

## 3. Aims and Objectives

The aims of this policy for **learners aged 16-25** include:

- To ensure all **learners** with SEND have access to a broad, balanced, and relevant curriculum. This includes ensuring **children and young adults** have full access to education, regardless of race, disability, gender, age, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership.
- To develop personalised, person-centred plans to meet individual needs and outcomes outlined in Education, Health and Care Plans (EHCPs).
- To provide a trauma-informed, therapeutic learning environment that promotes mental health and emotional wellbeing. The environment is psychologically and trauma informed, prioritising the development and maintenance of feelings of safety through safe, consistent relationships, care, routine, and structure alongside therapeutic support.
- To prepare **learners** for adulthood, with a focus on employment, independent living, community participation, and health. This includes developing independence, confidence, and the ability to communicate views and needs effectively.
- To ensure assessment and testing are appropriate to the needs of the **learner**, delivered in conditions to elicit the best response.

- To promote a happy, sensitive, and secure environment for effective learning.
- To recognise that achievement can be made by all **learners** and to celebrate and record this.

Objectives include:

- To recognise, identify and provide for **young people** who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice.
- To operate a whole organisation approach to the support and education of **children and young people** with special educational needs.
- To provide support and advice for staff with the implementation of the SEN policy and deployment of SEN resources.

#### 4. Identification and Assessment of Needs

All WHSSC **learners aged 16-25** have an EHCP, which is regularly reviewed and used as the basis for planning and delivering appropriate support and interventions. The EHCP identifies their special educational needs. Assessment processes are holistic and multi-disciplinary, involving input from education, care, therapy, and external professionals where appropriate.

Assessments may involve observation, questionnaires, termly Quality of Life surveys, standardised and bespoke assessments, activity analysis, and cross-professional communication. These assessments are completed by the therapy, OT/SaLT Team, care, and education teams. This multi-disciplinary approach helps to capture the full picture across several SEN areas. These assessments identify the **young person's** needs and help develop interventions/strategies. Additional needs may be identified, forming the basis for provision and input.

It is recognised that other barriers to learning in addition to SEN may inhibit progress and support is provided accordingly, including for disability, attendance, health and welfare, EAL, Pupil Premium, being a Looked After Child, or being a child of Service Employer. Behaviour is understood as a communicated need. Changes in behaviour or challenging behaviour are identified and monitored.

#### 5. Curriculum and Provision

WHSSC delivers a flexible, aspirational curriculum tailored to individual needs and interests. The curriculum is differentiated to meet the needs of the individual **young person**. Provision includes:

- Academic and vocational pathways, including externally accredited courses such as GCSE, FS, ELC and Open Awards where appropriate.
- Independent living and life skills development. Independence, respect for others and the development and maintenance of self-esteem are integral parts of the curriculum.
- Work experience and employability programmes.
- Mental health and therapeutic support. Bespoke interventions are developed and targeted to meet each **young person's** unique needs.
- Specialist support in areas such as speech and language, occupational therapy, and counselling. This support is provided by a skilled, multidisciplinary team, including speech and language, occupational therapy, psychotherapists, the health team, and care staff.

**All staff members** have high aspirations and expectations for all **students/learners** and are committed to supporting them to achieve their goals and develop independence. **All staff** are responsible for finding ways to overcome barriers to learning and enable **learners** to make progress.

## 6. Funding and Resource Allocation

Provision is funded by the ESFA and Local Authorities for up to three years, with placements reviewed annually. Resources are allocated to meet the outcomes in each **learner's** EHCP. Provision is monitored for effectiveness and impact. Where there is a perceived funding need (e.g., 1:1 support), this is discussed with the Local Authority.

## 7. Staff Training and Development

Staff receive ongoing Continuing Professional Development (CPD) in key areas such as SEMH, trauma-informed practices, safeguarding, Fetal Alcohol Spectrum Disorders (FASD), self-harm, and positive behaviour support. All staff across the organisation have been trained in trauma-informed practice and PACE. Whole school training is provided based on specific need. All teachers, learning support, and care staff undertake induction training, including information on the school's holistic SEND provision and practice and the needs of individual **students/learners**.

## 8. Safeguarding

WHSSC places the highest priority on safeguarding and protecting the welfare of its **learners**. **All staff** are trained in both child and adult safeguarding. The College employs a full-time social worker and Family Intervention Support Worker to oversee and manage safeguarding

practices. There is a strong emphasis on the prevention of bullying, operating a zero tolerance policy.

## 9. Working with Families and Other Agencies

The College actively engages families, carers, and external professionals in the planning and review process. Collaboration with agencies such as social services, health care providers, and local authorities ensures a holistic approach to supporting each **learner**. Close contact is maintained between home and the College. Key Workers/Learning Group Teachers, the Family Support Team, and Therapists maintain regular contact, including regular visits. Parents/carers and families are encouraged to engage in the learning process and their views are taken into account when decisions are made. Parents/carers can communicate regularly with key staff through their preferred method (email, telephone, face-to-face meetings).

## 10. Monitoring and Evaluation

The effectiveness of the SEND provision is monitored through:

- Annual EHCP reviews. These reviews consider progress, the appropriateness of current provision, future planning, preparation for adulthood, and suggested outcomes and targets.
- **Learner** progress tracking, including monitoring of all progress from starting points across academic attainment, behavioural/Social and Life Skills/emotional development.
- Monitoring of teaching through formal learning and coaching observations and informal observation.
- Regular Good Practice/Student Progress meetings between the **student's** teacher, Keyworker, Therapist, OT/SALT, Head of Curriculum, Head of School, and Head of Education.
- Monitoring and moderating of teachers planning and marking.
- Review of reading, writing and numeracy.
- Review of Positive Behaviour Support Plans.
- Ofsted inspection outcomes.
- Feedback from **learners**, families, and stakeholders. Views are sought through annual questionnaires, including Quality of Life surveys. **Learners** also have opportunities to put forward their views during Student Voice, Learning Group tutor time, house meetings, and meetings with senior staff. Parents/carers are encouraged to contribute to the Annual Review process.
- Regular internal audits and quality assurance processes.

Ultimate responsibility for ensuring the provision is appropriate lies with the Senior Leadership Team and department heads.

## **11. Complaints Procedure**

Concerns regarding SEND provision should be raised initially with the **learner's** key worker or the SENDCo. If unresolved, the College's Complaints Policy provides a formal process for resolution. The school has a comprehensive policy and procedure for dealing with concerns and complaints. **Students** have an awareness of their own specific complaints procedure.

## **12. Policy Review**

This policy will be reviewed annually to reflect legislative changes, feedback from stakeholders, and the evolving needs of **learners**.