

<p style="text-align: center;">FREMAN COLLEGE</p> <p style="text-align: center;">SEND POLICY & PROCEDURES</p>

This document should be read in conjunction with the Special Educational Needs Information Report and the statement on high quality provision and outcomes for children and young people with SEND

At Freman College, we aim to offer excellence and choice to all our students, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We have high expectations of all our students. We want all our students to feel that they are a valued part of our college community. Through appropriate curricular provision, we respect the fact that students:

- Have different educational needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Some students at Freman College have learning disabilities and/or difficulties. Most of these students will already have been identified as having such 'Special Educational Needs' (SEN) before they arrive at Freman, some may only have their needs identified after they arrive at Freman and some may develop special needs during their educational career at Freman. As with all students, the college is committed to ensuring that students with Special Educational Needs and/or Disabilities (SEND) have access to a broad and balanced curriculum and are encouraged to take as full a part as possible in college life.

Our aims are:

- to secure high quality teaching for all students with SEND;
- to secure high quality pastoral support for all students with SEND;
- to ensure all students with SEND make good progress;
- to ensure that parents of students with SEND are kept fully informed of their child's progress and attainment;
- to ensure that students with SEND are involved, where practicable, in decisions affecting their college life;
- to ensure that available resources are used to best effect.

Identifying Special Educational Needs

The SEND Code of Practice, 2014, states that a student with Special Educational Needs is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap

If parents/carers are concerned that their child may have Special Educational Needs, they can approach their child's tutor, who is the usual first point of contact for any concerns, or are welcome to email the SENCo directly via senco@freman.org.uk

A Graduated Approach to SEND Support

1. Freman College offers quality first teaching to all students.
2. Teachers are responsible and accountable for the progress and development of *all* the students in their class.
3. High quality teaching, differentiated for individual students, is the first step in responding to students who may have SEND.
4. Additional intervention and support cannot compensate for a lack of good quality teaching.
5. The College regularly and carefully monitors the quality of teaching for all students, including those at risk of underachievement. In order to decide whether or not to make special educational provision the SENCo will consider all of the information gathered from within the school and from feeder schools, about the student's progress, alongside national data and expectations of progress.
6. For higher levels of need the college draws on more specialised assessments from external agencies and professionals.

Supporting Students and Families

Parents/carers and students are encouraged to view:

1. The Local Authority's 'Local Offer' which sets out in one place information about the support they can expect to be available in their area across Education and other sectors.
2. The College's SEN Information Report (on the college website)
3. The College's Admissions policy (on the college website)
4. The College's policy on supporting students with medical conditions (on the college website)

The SEND page on the college website gives the link to the LA's 'Local Offer' as well as linked to other useful websites/resources.

Procedures may be changed by the college as appropriate.

PROCEDURES

All staff are responsible for the learning and/or well-being of our students with SEND, and the following list, although not exhaustive, details some of the specific responsibilities of some staff:

Responsibilities of Teaching Staff:

- to ensure they are aware of the needs of students with SEND in their classes and plan work accordingly;
- to liaise with Head of Department, pastoral staff (particularly tutor), SEN team and/or other relevant staff regarding concerns relating to identified students with SEND or other students whom they feel may have SEND;
- to monitor progress and award effort and attainment grades on a regular basis;
- to identify students who may be entitled to special access arrangements for public examinations and forward this information onto the Special Educational Needs Coordinator.

Responsibilities of Group Tutors

- to ensure they are aware of the needs of students with SEND in their tutor groups and monitor their progress and attainment on a regular basis;

- to support their tutees with SEND, participating in meetings as required and meeting regularly with the student to discuss their progress and, where appropriate, to set targets for their tutee;
- to liaise with Head of House, SENCo or other staff as appropriate regarding concerns relating to identified students with SEND or other students whom they feel may have SEND.

Responsibilities of Heads of House:

- to liaise with feeder schools relating to the needs of students with SEND and, in liaison with SENCo, to disseminate this information to group tutors;
- to liaise with SENCo and/or other relevant staff regarding concerns relating to identified students with SEND or other students whom they feel may have SEND;
- to monitor progress and attainment on a regular basis;
- to liaise with SENCo and other external professionals as required to develop appropriate provision for students with SEND.

Responsibilities of SEN Team:

- to work closely with the SENCo to identify and monitor students with SEND;
- to work with students with SEND to support their learning and progress. This may be with a small group or working within a classroom setting or, less typically, on a one-to-one basis;
- to provide more general support to students with SEND;
- to support teaching staff in enhancing their knowledge of SEND and assist them in identifying strategies to support their teaching of SEND students

Responsibilities of Special Educational Needs Co-ordinator (SENCo):

- to ensure all staff are kept apprised of the needs of students with SEND and to advise on strategies regarding how best to support such students learning;
- liaise with parents, governors and outside agencies, such as Specialist Advisory Teachers, as appropriate;
- to assist in the identification of in-service training required;
- to assist in the provision of in-service training;
- to maintain effective links with feeder schools to ensure a positive transition of students with SEND
to devise, maintain, review and modify the network of procedures designed to support students with SEND in accordance with LEA and Government guidelines and legislation.

Responsibilities of the SEN governor:

- to ensure regular meetings are held with the SENCo and report back to the governing body.

Ratified: Spring 2025

Review: Spring 2026