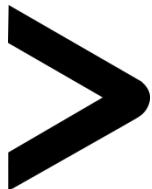


# GROUNDWORK

CHANGING PLACES  
CHANGING LIVES



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## Route2Work SEND Policy

*This policy applies to Groundwork South and North Tyneside and Windmill staff, learners and volunteers (hereafter referred to as Groundwork)*

## **Definition of SEND**

A child or young person has SEND if they have a learning difficulty or disability (LDD), which calls for special educational provision to be made for them.

In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children their age;
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or colleges.

There are four broad areas of need, as identified by The Special Educational Needs and

Disability Code of Practice. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and Physical Needs

## **Disability**

A child or young person is disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). 'Long-term' means 12 months or more.

'Substantial' is more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## **Not all learners who have SEN are disabled. Not all disabled learners have SEN.**

Within R2W College we can make provision for young people aged 16 – 25 who have moderate LDD and who also have an Education, Health and Care Plan (EHCP). The LDD we support include: -

- ASD/Autism
- ADHD
- Asperger's Syndrome
- Dyspraxia
- Speech and Language Needs
- Hearing Impairment
- Moderate learning difficulties and/or associated behaviour difficulties

Decisions on the admission of learners with an EHCP are made by the Local Authority in partnership with the College. (Please see our Admissions Policy).

## **1. Aims**

To meet all legal requirements in relation to learners with SEND.

To ensure full entitlement and access for learners with SEND to high quality education within a broad and balanced curriculum, so that they can reach their full potential and enhance their self-esteem.

To educate learners with SEND after giving due consideration to the wishes of their parents/guardians and the necessity of individual needs.

To stimulate and/or maintain learner curiosity, interest and enjoyment in their own education.

To enable learners with SEND to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.

To promote intellectual, emotional, social and physical development, in order that learners can develop as valuable members of society, e.g., develop personal qualities such as politeness, initiative and independence.

To fully involve parents/carers and learners in the education process.

To meet the needs of all the learners by offering continual and appropriate forms of education by the most efficient use of available resources.

## **2. Objectives**

The Head Teacher and Management Team will monitor the intake of learners with regard to parental preference, in consultation with the governing body and the LA.

All staff will work together to facilitate a balanced timetable, which allows adequate development in each curricular area, differentiation, equal opportunities and access to a broad and balanced curriculum.

The Head Teacher and Management Team will ensure that the needs of any learner transferring to another college/provide are clearly communicated.

Sensitive and creative adaptation of the curriculum will be made if required, in order to match what is taught and how it is taught to the learners' aptitudes and abilities.

### **All staff will:**

- Provide opportunities for individual and group activities
- Provide a variety of experiences/activities wherever possible
- Conduct lessons in a secure, supportive and disciplined manner
- Use a reward/sanctions programme to encourage learners to work to their full potential and to experience a sense of achievement
- Have concern for learners' welfare and safety at all times

### **3. Identification of SEND**

Usually, all learners attending the College have undergone the Education Authority's statementing process and are therefore at stage 5 and have an EHCP (Educational Health Care Plan).

Rouite2Work College supports a multi-disciplinary approach in order to maximise the education provision for its pupils with SEND. Many agencies and support services may have helped identify and assess the pupils. In some cases, support from these may continue.

We work with the following services provided by the LA.

- Schools' Educational Psychological Services
- Speech and Language Therapy
- Hearing Impaired Service
- Vision Impaired Service
- Connexions/Careers Officers

### **4. Responsibility**

The Deputy Head is the nominated responsible person to act as SENCO. The duties of SENCO include:

- To ensure that all involved with a pupil are aware of his/her needs
- To ensure that all teachers are aware of the importance of effective assessment and SEND provision
- To consult and liaise with other professionals and agencies
- To ensure maintenance of all records for the pupils
- To contribute to staff training

All staff need to be aware of learners' SEND needs. This information is shared at regular staff meetings and during staff training. Staff attend training sessions to ensure they are fully trained in carrying out their role within the College in relation to learners' SEND.

All Governors need to be aware of their responsibilities for SEND and discuss the issues regularly.

The Governing Body will discharge its statutory duties by:

- Using its best efforts to secure that the needs of the learners are met by the college and with outside help when deemed necessary
- Co-operating with the Head Teacher in producing the SEN Policy Statement
- Ensuring funds and staffing are available, with the budget, to meet the aims of the Policy Statement
- Keep a general overview of the SEN provision
- Periodically review the duties and workload of SENCO in light of the requirements of the Code of Practice for SEN

### **5. Parental Involvement**

Successful education is enhanced by the active and positive participation of parents, carers, learners and teachers, supported when and where appropriate by other specific professionals and agencies.

Parents/carers knowledge and opinions are highly valued and they are kept fully informed, by a variety of means, e.g., formal and informal contact, reports and reviews, about their child's learning and are encouraged to participate.

The effectiveness of any assessment and intervention will be influenced by the involvement of the learner and their parents/carers. Both parents/carers and learner can contribute important and relevant information. When the learner is consulted then his/her confidence and self-esteem can benefit. A record of all such meetings will be kept on file with other material relevant to the individual learner.

Case conferences are organised as appropriate and all concerned individuals and agencies invited to attend.

A statutory review of learners EHCP is held annually. We try to inform parents and learners not attending of points for action and of any decisions made during the conference.

## **6. The Principles of Assessment, Recording and Reporting**

Careful thought is given to purpose of assessment, adopting a wide range of methods to reflect the whole curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in learning. Assessment is an integral part of the teaching and learning process and not just an infrequent summative exercise.

It will provide:

- A statement of current attainment
- A record of progress
- An acknowledgement of achievement or under achievement
- Information as to the learner's readiness for future learning
- Information as to the effectiveness of teaching methods employed and the current scheme of work

Outcomes of assessment can modify teaching methods, provide feedback on Curriculum, Schemes of Work and indicate learner progress.

## **7. Complaints**

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member of the Head Teacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

For details of the full complaints procedure, see our college complaints policy: -

<https://route2work.org/>

## Policy review

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