



NOTTINGHAM
TUTORIAL COLLEGE

SEND Policy

Approved by: Andy Messent

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1. Aims

Our SEN policy and information report aims to:

- Set out how our provision will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy outlines the framework for **Nottingham Tutorial College** to meet its duty and obligation to provide a high- quality education to all of its students, including students with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of students with SEND.

Through successful implementation of this policy, this provision aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between students with SEND and students without SEND.

Nottingham Tutorial Provision will work with the ULC within the following principles which underpin this policy:

- The involvement of children, parents/ carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out provisions' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out provisions' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement as set out at the foot of this policy in our Pupil Premium Provision Mapping.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream provisions

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream provisions.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is: Lesley White

They will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the provision
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans already or, to make an application to begin one.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high# quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the provision's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and senior management to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the provision keeps the records of all pupils with SEN up to date

4.2 The Principal

The Principal will:

- Work with the SENCo to determine the strategic development of the SEN policy and provision in the provision
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by the Principal together with the SENCo every year. It will also be updated if any changes to the information are made during the year.

6. Links with other policies and documents

This policy links to the following documents:

- NTC Accessibility plan
- NTC Behaviour Policy
- NTC Supporting pupils with medical conditions plan
- The NTC SEND Report
- The Nottinghamshire Local Offer:
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>
- The Nottingham City Local Offer: [Children and Families | Ask Lion - Nottingham City Directory](#)